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The Industrial-Organizational Psychologist

TIP

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

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TIP

The Industrial-Organizational Psychologist

Vol. 36/No. 3 January, 1998

FEATURED ARTICLES

EDITORIAL DEPARTMENTS

A MESSAGE FROM YOUR PRESIDENT

Elaine Pulakos

In this column, I want to let you know about several new initiatives we are undertaking this year, some of which resulted from the strategic planning session conducted by the Executive Committee last January. There are four initiatives I want to highlight in this column:

- Education and Professional Development Initiative,
- Visibility of I-O Psychology to Educators and Students,
- Public Policy Initiative, and
- Pro Bono Assistance to the Republic of Ireland and Northern Ireland.

Education and Professional Development Initiative

The Education and Professional Development Initiative resulted from the strategic planning session we conducted last year. The goal of this initiative is for SIOP to become the "preferred provider" for continuing education and professional development. Target audiences include psychologists, doctoral students, managers, and HR professionals. Methods of training may include workshops, study tours, and other continuing education activities.

We have established two new committees to carry out this initiative. The first is a new Professional Development Workshop Committee, chaired by **Jack Kennedy**. The second is an Academically Oriented Workshop Committee, chaired by **David Hofmann.**

The primary purpose of the Professional Development Workshop Committee is to provide additional continuing education and professional development opportunities for SIOP members. We expect that the workshops developed as part of this initiative will be held multiple times throughout the year, at various locations around the country. We anticipate that these workshops will differ somewhat in form and content from those that are currently offered in conjunction with the Annual Conference. Jack Kennedy is in the process of forming his committee and developing a plan for implementing an initial series of Professional Development Workshops.

Our plan for the Academically Oriented Workshops is to conduct them at the Annual SIOP Conference. These workshops will be geared more toward academic topics and offered at a lower cost than the current Conference

Workshops. David Hofmann is also in the process of forming his committee and developing a plan for implementation of these workshops in the near future.

Visibility of I-O Psychology to Educators and Students

This initiative resulted from the strategic planning session, and its goal is to provide educational materials to educators and students about what I-O psychology is and what I-O psychologists do. One activity relevant to this goal—development of an Instructor's Guide for introducing I-O psychology—was recently completed by the Education and Training Committee, chaired by **Debbie Major**. The subcommittee of E&T responsible for producing this guide includes **Peter Bachiochi** (Chair), **David Day, Kurt Kraiger, Geula Lowenberg, Joan Rentsch,** and **Jeffrey Stanton**.

The Instructor's Guide contains lectures, overheads, exercises, and suggested readings, films, and videotapes for several content areas relevant to I-O psychology, such as workplace diversity, sexual harassment, evaluating work performance, motivation and performance, and others. This guide will be packaged and made available to undergraduate professors and others in an effort to promote educating the public about I-O psychology. The committee is in the process of developing a marketing plan to help ensure that the materials reach the widest possible audience.

Public Policy Initiative

The Public Policy Initiative also resulted from the SIOP strategic planning session and its underlying goal is for SIOP to become a highly visible source for input in forming public policy.

Katherine Klein is chairing a new Public Policy Committee that has been established and charged with leading this initiative. Her committee includes Lori Berman, **Paul Bliese, Dana Born, Gary Carter, José Cortina, Sandy Fisher, Milt Hakel, Bill Howell,** and **Steve Sellman.** This committee has begun (1) identifying possible specific goals and strategies that SIOP may wish to pursue in the public policy arena, and (2) exploring internal and external stumbling blocks and challenges SIOP may face in the effort to increase our involvement in public policy development. The committee has generated a list of possible goals, including:

- Increasing SIOP members' awareness and understanding of current policy issues and initiatives relevant to SIOP members' expertise.
- Convincing SIOP members that they can and should play a much more influential role in shaping public policy relevant to SIOP members' expertise.
- Getting SIOP more involved in public policy formulation by preparing policy statements, giving testimony, and advising elected officials on issues on which SIOP has a position.
- Increasing government funding for I-O related research.

The issues faced by this committee are many and complex, ranging from trying to understand how a professional organization such as SIOP can effectively and economically influence public policy to examining the extent to which SIOP should be involved in such a role, as well as the implications of doing so. Look for further information and communication from the Public Policy Committee as we explore these issues.

Pro Bono Assistance to Ireland

Undertaking an initiative led by **Kevin Murphy**, the SIOP Executive Committee has offered pro bono assistance to the governments of both the Republic of Ireland and Northern Ireland to deal with several critical issues that are likely to result from the Multi-Party Agreement signed on April 10, 1998. The agreement calls for the establishment of a new Northern Ireland Human Rights Commission and a parallel Human Rights Commission in the Republic of Ireland. One important task of each commission will be to make recommendations regarding employment equality legislation.

In letters drafted by Kevin and sent under my signature to officials in Northern Ireland and the Republic of Ireland, we offered various ways that we might be of assistance to them. For example, we pointed out that I-O psychologists are very frequently involved in efforts to provide equal employment opportunities to members of various racial, ethnic, and religious groups. We explained that determining whether employment decisions are made in a discriminatory manner often involves complex analyses, and we believe that our experience dealing with this set of issues in the U.S. may prove valuable as the governments of Northern Ireland and the Republic of Ireland develop standards and procedures for evaluating claims of employment discrimination. Along with the letters, we sent copies of the *SIOP Principles for Validation and Use of Personnel Selection Procedures* (3rd Edition) and offered our help in developing their standards and procedures.

A second way we suggested that we might help is by sharing our experience in litigating equal employment claims. We recognized that while there are important differences between the American legal system and the legal systems of Northern Ireland and the Republic of Ireland, the demands of working through complex equal employment litigation has led I-O psychologists to devote a good deal of attention to framing and answering important questions about employment practices (e.g., is there a reasonable job-related reason for a particular employment requirement) that are likely to be relevant to them. Accordingly, we offered our help and experience in this area.

We suggested a third way that the experience and expertise of SIOP members might prove useful. That is, many I-O psychologists work in contexts that involve conflict resolution, evaluating fairness and equity in pay, benefits, and treatment by the organization, developing programs to break

down barriers between competing groups in organizations, and so forth. We suggested that there may be a number of ways that our experience could prove helpful and that we would be glad to share whatever information, documents, experience, and so forth, they might find useful.

We have received replies from both officials to whom we sent this correspondence, thanking us for our interest and forwarding the materials we sent to the offices handling employment issues within their governments. We provided Kevin as a local contact in Ireland, as he is on sabbatical there this year. We will keep you posted of further correspondence and any efforts we undertake to provide assistance.

Let Us Know What You Think...

The four initiatives I've described here aren't the only new projects we're working on, but I've run out of space for now so the others will have to wait until my next column. In the meantime, if you have any comments or feedback on the initiatives outlined in this column, we'd like to hear your thoughts.

1999 Calendar
of Special Events

SIOP 1999 Pre-Conference Work shops, Atlanta, Georgia	**April 29**
SIOP 1999 Annual Conference Atlanta, Georgia	**April 30-May 2**
APS 1999 Annual Convention Denver, Colorado	**June 3-6**
Academy of Management Annual Meeting Chicago, Illinois	**August 8-11**
APA 1999 Annual Convention Boston, Massachusetts	**August 20-24**

From the Editor: It's the Time of the Season

Allan H. Church
W. Warner Burke Associates, Inc.

Welcome to the January 1999 issue of *TIP*—the first issue to be published in what is almost certain to be the most memorable (and, of course, only) last year of this century (well, I have since been informed that the year 2000 is actually the last year of the 20th century; however, I imagine that most people will not be thinking of it this way). Although the holidays will be long gone by the time you read this, I hope everyone had a chance to relax, rest, and gain a few pounds over the last few weeks.

I don't know about most people, but normally I could care less about celebrating the New Year. It's just another opportunity to play dodge the drunken driver on the road on the way to (and from) what is probably the worst food and service available during a 365-day time period, or stay home and watch Dick Clark—the man who does not seem to age—tell us how cold, how many people, how many lights, and how long it takes for the ball to do its thing in Times Square. This year, though, I have a totally different mindset. Although I'm sure that 1999 will be no different in most ways that actually matter, nonetheless I expect that many people will in the future be reminiscing about the good old 1990s—and in particular, what one was doing at the turn of the century—for years to come.

Space, the Final Frontier

Of course, given what's gone on over the last few years many of us may not want to remember. It's not as if the 1990s could be characterized as the next generation of *Happy Days* or anything (more like Angsty Days). Nor is everything all futuristic, as has often been portrayed in film. As far as I know, for example, very few people are actually wearing shiny silver suits all the time (although we may want to ask **Kurt Kraiger**, our resident dress-code consultant, if this will indeed be the next wave in attire for the SIOP conference in New Orleans in 2000). I have to say I'm somewhat disappointed. As a die-hard fan of science fiction (in print, on film, and TV) and a child of the 1960s and 1970s, I was expecting great things by the year 1999. Well, there is no Moon Base Alpha yet (as in *Space 1999*), or a family of Robinsons being sent to colonize Alpha Centuri (as in *Lost in Space*), or even routine interspace flights between the New York and London (as in *Land of the Giants*). Of course, I do have my mini robot key chain that says "Warning! Warning! Danger, Will Robinson" when you push in its head, but that's about as far as we've come.

On the bright side, we have made a few gains on the technology front. The late 1990s did net us a space station of sorts, a super telescope in space, a remote controlled mini-cam taking pictures on Mars, and a 77-year-old astronaut turned politician showing us the "Right Stuff" once again. Of

course, on the Hollywood side, we have stratospheric profits being made on space-related movies. For example, in *Apollo 13*, Tom Hanks showed us how to make box office gold by glorifying a blast from the past. In *Armageddon*, Bruce Willis showed us that miners can also be die-hard meteor-stopping astronauts (much to NASA's chagrin I have heard, despite the fact that the movie made liberal use of their meatball logo and various locations for shooting—see Cowing, 1998). And, while the retooled *Lost in Space* lost it at the box office, the DVD version became the hottest selling movie on its release and has spurred sales of this new home viewing technology. So, what does this net us? It appears as though people are more interested in science fiction than science fact (if NASA's budget is any indication). I know I am.

Despite all the money made and spent on the Final Frontier, it is unfortunate that the latter part of the 20th century will probably be most remembered for the political and presidential soap opera that no doubt would have better served the country had it taken place somewhere left of Pluto.

Bookends

Although this issue of *TIP* has the usual number of informational and thought-provoking pieces with which you are no doubt accustomed to, as well as an exceptional number of juicy bits of exchange (which I will get to in a moment), I want to mention that starting with this issue we are introducing a new letters section to the publication. Aptly named, with the help of a colleague, TIP Missives, it is a new place for SIOP members and *TIP* readers to:

1. provide reactions, comments, suggestions to the editorial staff
2. suggest, comment on, or otherwise make a stand regarding SIOP or I-O related issues in general
3. have yet another opportunity to see one's name bolded in print

Up until now, there has been no real outlet for reader reactions, so the comments that have been sent in were solely for the edification of the columnist or author (of course, this is occasionally a good thing). Given the increase in the number of e-mails that have starting coming in over the last year or so, however, we decided to provide an "official" place to share these reactions (which are sometimes probably more interesting and/or informative than the original piece they are referring to) with the rest of *TIP* readership.

As you will see, the letters included in this first installment of TIP Missives reflect a range of topics mostly in response to articles and topics from the last issue. I encourage anyone with something to say to e-mail your comments to either myself (Allanhc96@aol.com) or to one of our columnists here at *TIP* and we will do our best to include them as a future missive. After all, opening the lines of communication among members is one of the primary reasons we are here in the first place.

Featured Articles

As usual, this issue of *TIP* begins with a message from SIOP President **Elaine Pulakos**, who provides us with an overview of several new initiatives for the coming year, some of which resulted from the strategic planning session conducted by the Executive Committee last January.

Next, in response to last issue's article by Holland and Hogan on some of the potential problems inherent with telecommuting, **Wayne Cascio** attempts to remodel their electronic cottage in his review of the existing literature and research on the subject. He concludes that we still need a bit of skepticism and a great deal more research before drawing any firm conclusions or recommending policy regarding the costs and benefits of telecommuting in general.

Moving right along, **Robert Done** provides us with an informative article regarding the use of mediation as opposed to litigation as a means for solving various types of conflicts in organizational settings. Based on the interchange brewing above, it appears as though some mediation might indeed be beneficial in more ways than one.

Facing front once again, **Brent Holland**, **Bob Hogan**, and **Dana Shelton** return to this issue (a few more and I might consider making them regular columnists) with a new commentary in response to the issues raised by **Janine Waclawski** in her last column on the negative public image of psychologists in general. These authors point to our sloppy use of definitions and data as the primary causes of these negative perceptions.

Finally, **Ron Johnson** provides us with all the important details (who, what, when, and where) regarding the upcoming SIOP conference in Atlanta. Be there or be square.

Editorial Departments

Turning to our usual cast of *TIP* characters, **Mike Harris** delves into the enigmatic world of executive coaching. Although everyone talks about it, as Mike reports, executive coaching is yet another one of those soft, applied, practitioner approaches that can sometimes be hard to nail down. Nonetheless, I-O psychologists have a great deal to offer in this area, particularly when you begin to realize the other types of consultants that are providing executive coaching these days. I mean, sure, some people might want the kinder, gentler Mike Ditka as their executive coach, but it is probably not the best match for everyone.

In preparation for the conference this year in Atlanta (you know, the one that keeps getting mentioned) and with an eye toward finding their future replacements as editors of TIP-TOPics, **Lori Foster** and **Dawn Riddle** take us on a tour of the "ins and outs" of the SIOP experience from a student perspective. Carrie Bulger also contributes a piece describing her experience as a student in last year's doctoral consortium.

Next, Janine Waclawski, our resident practitioner with her foot in the Real World takes on the uses, abuses, and sometimes poor excuses (for a question) inherent in the realm of political polling. Interesting comments and reactions from **Jack Edwards, Sara Weiner,** and **Karl Kuhnert** are also included. Although I had originally been interested in the idea of creating an online web-based survey that would allow SIOP members to respond to an "I-O Question of the Month," after reading Janine's column on people feeling over-polled these days, I'm not so sure it's a good idea anymore.

Dirk Steiner's International Forum provides us with a description of I-O Psychology in Canada vis-à-vis a piece submitted by **Lorne M. Sulsky** at the University of Calgary. Following a pop-quiz and brief description of the state of the field in Canada, we are officially introduced to CSIOP—*The Canadian Society for Industrial and Organizational Psychology.*

In this issue's Informed Decisions Column, **Steven Rogelberg** takes us to the net with **Jeffrey Stanton**, who tackles some of the major issues involved in using web-based methods for personnel recruiting and selection. Among other interesting things, Jeff provides a table that shows that while 47.3% of online job listings are for data processing/programming jobs, only 3% are for management. As he points out, we still have a long way to go before WWW staffing applications will reach the same plateau of issues that are still inherent in more traditional methods. Nonetheless, this is an exciting area.

Tackling yet another technological topic (and giving me continued hope that science fact and fiction do indeed get a little bit closer each day), **Phil Craiger** and **R. Jason Weiss** provide us with an in-depth introduction to voice-recognition systems (VRS) in this edition of their column Traveling in Cyberspace. Although by no means the main thrust of their article, their comments about how far away we still are from having a supercomputer like HAL (as depicted in the movie 2001) fit nicely with mine above. I guess everyone has a thing for the end of the century after all.

Charmine Härtel rounds out the issue with an informative summary of some of the papers presented at last year's International Congress of Applied Psychology (held in San Francisco). She covers a number of topics that reflect I-O research in other countries, including the effect of women on implicit work norms, maternity support for professional women, emotional outcomes in conflict management, and factors affecting the socialization of new hires.

News and Reports

Although there are no legal dealings in the News and Reports section this issue, we do have a number of interesting and important items here as well. **Mike Burke**, 1999 SIOP Program Chair, makes a short announcement (but one that everyone should pay particular attention to when making travel

plans) regarding the extension of the Sunday sessions in Atlanta this year to 3:00 p.m. As a member of the program subcommittee who worked on the session planning in New Orleans this past November, I can honestly say that, just in case anyone was worried, Mike did not allow the subcommittee members access to "Hurricanes" until after all the session assignments were complete.

Angelo DeNisi provides us with an interesting look at the goings on at APA from the Council of Representatives. He also includes a copy of our official evolving definition of practice in I-O psychology.

There are several other newsworthy pieces here as well, including the Secretary's Report from **Bill Macey**, an update from **Heather Roberts Fox** on new funding from APA in the area of Occupational Health Psychology, and detailed information from **Lyse Wells** and **Michelle Marks** on the final program for the 14th Annual I-O Doctoral Consortium that precedes the SIOP Conference in Atlanta.

As always, following IOTAS and **David Pollack's** masterful (and widely cited) list of upcoming conferences for next year, are a number of calls, announcements and job postings that you most certainly should check out. Don't forget to send me your comments, suggestions and feedback at Allanhc96@aol.com. I look forward to hearing from you!

References

Cowing, K. (1998). Armageddon: The wrong stuff. Movie review for NASA Watch. (www.reston.com/NASA/reviews/07.01.98.armageddon.html)

CALL FOR PAPERS

THE THIRD AUSTRALIAN
INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY CONFERENCE
26TH - 27TH JUNE, 1999
BRISBANE, QUEENSLAND, AUSTRALIA

UNDER THE AUSPICES OF
THE AUSTRALIAN PSYCHOLOGICAL SOCIETY, LIMITED
(ACN 000 543 788)

This is Australia's third conference on Industrial and Organizational Psychology to be held at the Hilton Hotel on the 26th - 27th of June, 1999. It will be preceded by workshops on the 24th - 25th of June, 1999, conducted by renowned local and international I/O psychologists. Program highlights include the following keynote addresses:

Services Management and I/O Psychology
Ben Schneider, University of Maryland

Citizenship Performance
Walter Borman, University of South Florida

A Theory of Conscientiousness at Work
Deniz Ones, University of Minnesota

Personality, Leadership, and Organizational Effectiveness
Robert Hogan, Hogan Assessment Systems

Adult Intellectual Development
Phillip Ackerman, Georgia Institute of Technology

Motivational Traits and Skills
Ruth Kanfer, Georgia Institute of Technology

The Human Team: How It Works and Why It Fails
Michael West, University of Sheffield

I/O Psychology in Australia: The Next Millennium
Phyllis Tharenou, Monash University

For information on registration, please contact: **The Conference Secretariat, EventCorp Pty Ltd, PO Box 5718, West End, Queensland, 4101, Australia, Telephone: 61 7 3846 5858, Fax: 61 7 3846 5859, Email: kcross@eventcorp.com.au, Website: http://www.ozemail.com.au/~evc/iop.** Submissions may consist of symposia, individual papers and posters, or practice forums, and are due on the 3rd of February, 1999. If you wish to make a personal inquiry about submissions, please contact: **Boris Kabanoff, School of Management, Queensland University of Technology, Brisbane, Queensland, 4001, Australia, Telephone: 61 7 3864 2526, Fax: 61 7 3864 1054, Email: b.kabanoff@qut.edu.au**

TIP MISSIVES

Truth in Numbers

Dear Allan:

Elaine Pulakos' "A Message from Your President," in the October 1998 *TIP* cited a study of the balance between the "I" and "O" composition of the SIOP program. About the only thing the analysis proved is that statistics can be misleading. Perhaps there is a lack of consensus regarding what people consider to be an "O" versus an "I" topic, but I have never seen a SIOP program with 39% organizational topics.

I attended the 1998 APA convention for two reasons: It was held in my home town and I was chairing a symposium on organizational, human, and cultural aspects of mergers and acquisitions. Having not been to an APA or SIOP convention in a few years, I was eager to learn about the current work of my fellow organizational psychologists. Not a single symposium other than ours covered a truly organizational topic. Perhaps there were some individual papers buried in the poster sessions, but I challenge any one to show me where those 39% of organizational topics were in the program.

Do all the number crunching you want; this "O" member of SIOP is regularly disappointed with the annual programs. I hope that I was helping the situation by submitting and delivering an organizational program, but I am at a loss as to why the "I" psychologists who run SIOP spend their energy on statistics rather than work to realize a more balanced program.

Sincerely,
Mitchell Lee Marks
San Francisco, CA
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Escape From the Ivory Tower

In the October issue of *TIP*, we learned what Editor **Allan Church** did last summer: He visited the ivory tower as a practitioner by teaching I-O psychology. It sounded as if Allan had a tiring, yet mentally invigorating teaching experience, as it should be. While I was glad to hear his appreciation for what we academicians do, I was also jealous of his ability to look at I-O from both sides. It seems that visiting the ivory tower is easier than escaping the tower to experience the "real" world.

Contrary to what you may have heard, many academicians want to practice psychology and experience what *really* happens outside the tower. Even

though academia is dominated by seemingly esoteric theoretical debates, the quest for academic publications (some of which will be read), and endless research conducted on college undergraduates, practitioners should understand that this is often as much "practice" as we can get. Hours spent away from preparing courses, grading written assignments, and mentoring students are few and far between. (I will not mention relentless committee meetings, budget sparring, and cyclical administrative duties.) This description is especially true for those of us in comprehensive universities, where research is expected despite a teaching load of seven or eight courses a year. So you see why our activity in psychology can be far removed from the practice of psychology outside the tower. Without an escape, we lose touch.

Of course there is a small group of academicians who regularly escape the ivory tower for outside practice and whose work is respected in both worlds. These are true models of the scientist/practitioner approach, and I am beginning to appreciate their work ethic. As much as I want to be one of these escape artists, building credibility in both worlds is very time consuming. In the past 2 years I have connected with great people by using various strategies. I have presented at local conferences (e.g., Mid-Atlantic Personnel Assessment Consortium, International Personnel Management Association–Eastern Region), met with alumni from schools I am associated with (e.g., Ohio University), become active on Internet listservers (e.g., HRnet, IOintern), and built a website to help explain what an I-O psychologist does (that's http://home.ubalt.edu/Pmastrangelo—thank you very much!).

There are many of us academicians who want to make an impact in the outside world, not just academia. To accomplish our goal we need the help of practitioners. In my opinion, for the field of I-O psychology to have more of an impact in our society, we must foster more communication and collaboration between academicians and practitioners. Academicians need to experience the problems that face practitioners in order to know what deserves attention in teaching and research. We need access to sizable, relevant samples of participants in order to publish research that practitioners want to read. We need opportunities for students and faculty members to work with practitioners through consulting, focused research projects, and internships. When these needs are met, academia is not so far removed from the real world.

So to Allan and all other practitioners, I say please *do* continue to teach courses when you can. You bring a sense of how things are done in the real world, complete with a thousand stories that make I-O psychology come alive. But don't just *visit* the ivory tower. Create a symbiotic relationship where faculty, students, and you benefit. Create a means for academic-practitioner exchanges where I-O psychology benefits. Create an escape from the ivory tower.

Paul M. Mastrangelo, Ph.D.
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360° Feedback: It's Not Just for Development Anymore

Dear Matthew and Steven,

It was great to see a special treatment of 360° feedback in the last issue of *TIP* in your Informed Decisions column and your significant questions with responses from significant people.

I was disappointed not to see a more diverse perspective, maybe from someone in industry and/or someone representing the "appraisal" side of the fence. As it stands, your article seems useful but incomplete. I don't see anyone who endorses its use for decision making straight out, though Walt Tornow seems to hedge his bets here!

To me, "strategic" and "development only" is an oxymoron. How can we be strategic in an application that is used for some people some of the time (which I think fairly describes most development processes)? Your contributors seem to agree it can't be an "event," but don't tell us how a developmental process becomes integrated into the fabric of the organization. I realize this was not a question, but maybe should have been!

Maybe where this rubber meets the road is in your question about number of raters. Recent meta-analysis suggest that four raters is far too few to have reliability; for peers a number like 6–8 is needed, more for subordinates. In fact, the recommendation of ALL direct reports makes the most sense for a system that will survive. Arguments about logistics have solutions; if a 360° system is not to become an event, we need to build in design factors which enhance its acceptance not only by raters (who seem to be the primary customers when we limit rating inputs), but more importantly by ratees (and their managers) who must accept the feedback before they will act on it. Without acceptance, you have no behavior change, and one important requirement for acceptance is reliable input from trusted sources.

Hopefully you catch my drift (as it drifts along). If we define successful 360° as focused, sustained behavior change, then the issues must be addressed as a system. Your questions address a few of them but they seem like the trees, not the forest.

Thanks for letting me go on like this, but you can see it is a passion. I don't expect any particular response but am open to dialogue at any time.

Again, thanks for making the effort to bring this topic to the forefront with SIOP.

David Bracken
DWBRACKEN@AOL.COM

***

Industrial (Strength) Psychology

Hi Janine,

Just wanted to congratulate you on your last *TIP* column "The Real World." I have yet to become a full participant in the I-O field (I'm finishing my Ph.D. this year), but was able to relate quite well to your article. It reminded me of the many strange things that I have heard over the years in reaction to my chosen field. I am always amazed, for instance, by the way people immediately stop conversations with me when they hear "Industrial-Organizational Psychologist"—the psychology part seems to scare people away (even though I would not even begin to know how to "analyze" their childhoods). The other rather humorous comment that I have heard (this is not a lie and I have heard it multiple times) comes after I say that I am an Industrial-Organizational Psychologist. People have actually responded to that by saying "What, is that some kind of industrial strength psychology?" Finally, I am still astounded by how many people seem to think that I should come to their organization to analyze all of the "crazy people" with which they work.

Anyway, just wanted to share some of my experiences and to say how much I enjoyed your article.

Kate Suckow
suckow@lucent.com

***

Must-See TV: *NYIOP*

Dear Janine,

Thanks for your thoughtful and engaging article on the image of psychologists with the public. I wanted to share with you a couple of reactions.

First, I absolutely agree with you regarding the portrayal of psychologists in film and on television. Although I think the field scores some points with the public at times (Judd Hirsch in "Ordinary People," Barbara Streisand in "The Prince of Tides," even as far back as Ingrid Bergman in "Spellbound," for example), the majority of TV and film psychologists are more just as you describe them: quacks.

Second, I would not take this image as lightly as some of your e-mail respondents do. I do not think psychologists have a better reputation than practitioners in other fields. I've heard many wonderfully funny jokes about lawyers, but as a field they have many more successful TV shows and films than psychologists, particularly consulting psychologists! (I have tried to think of what an organizational psychology version of "Ally McBeal" or "The Practice" might look like. I can't imagine "L.A. Consulting" would have much appeal beyond our own incestuous ranks.) On the whole, these shows portray lawyers as thoughtful, intelligent professionals with integrity and courage.

For those of us who consult, the image of psychologists is, perhaps, even more precarious. The growing image in business is of consultants as self-serving, stupid, and possibly harmful (your own article about "Gurus Under Fire," July 1998 *TIP*, provides some compelling arguments to this effect). Combine that with the public image of inept psychologists and you have a marketing problem that may be more urgent than we would like to think.

Unfortunately, I'm a bit short on recommended next steps. Perhaps, like practitioners in other fields, we need to balance what we would rather be doing (great scientific and impactful work, for instance), with just a little thought around what will have the greatest long-term impact on the field. Excellent work, of course, seems to be the best first step, but maybe there are some other things that can go along with our valuable endeavors. No one buys a car ONLY because it is advertised as high in quality, but then again, how many people bought a DeLorean or a Tucker (two of the best built cars in history)?

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The Placebo Effect

Janine,

I wish I knew you were looking for such comments; I would have been happy to contribute. However, I will give you my comments now. Perhaps you can use them later.

Since the summer of 1997, I have been looking at the research evaluating the effectiveness of psychotherapy and validity of clinical judgment. What I have learned is downright appalling. My regard for psychologists could not be any lower. According to meta-analyses, psychotherapy has an effect size of .85 SD. The typical placebo has an effect size of .56 SD. Reasonable placeboes are as effective as psychotherapy. Untrained, uneducated, and inexperienced people are as effective as psychotherapists (actually there is a slight negative relationship between therapist education and the effectiveness of psychotherapy). Self-help methods are effective and more cost-effective than psychotherapists. Untrained, uneducated, and inexperienced people are as accurate in their clinical judgments as psychologists. The research evaluating psychological assessments of police officer candidates is so bad it is embarrassing. The Rorschach is still widely used even though years of research show that it is completely worthless.

My hypothesis, based on the available research, is that pop psychologists (as well as psychics, astrologers, palm readers, rebirthers, etc.) are every bit as effective as the best psychotherapists. Let's leave people outside the field alone and clean up our own act. That, alone, should keep us busy for a couple of decades.

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Demonstrating Competence in Competency Modeling

Hi Michael,

I wanted to thank you for your work to define competency modeling in your last issue of Practice Network. It seemed like you got a nice variety of opinions on this emerging practice within I-O psychology. I especially appreciate the way you contrasted competency modeling with job analysis and pointed out a few clear distinctions. I agree that competency modeling is still a bit vague and undefined, although for I-O psychology I think it's pretty crisply defined relative to other practices (five OD consultants will give you eight definitions of OD, for example).

I do have a couple comments, for what they're worth, as you move forward with your exploration of the topic. One distinction that you were toying with, then discarded, was the qualitative nature of competency modeling. I think you're right: it can't be characterized as qualitative—just as job analysis can't be characterized as either qualitative or quantitative. I do think you could say that MOST job analyses are primarily quantitative, and MOST competency modeling techniques are primarily qualitative. Call it a demographic of the two practices, I guess.

I did pick up on your preference for more rating methods to be used in competency modeling. Please excuse me if I don't agree. I think that your yearning here might be an artifact of the general I-O bias against qualitative research, even though qualitative methods, when used well, are every bit as valid and provide much richer results than quantitative methods.

I'll try not to sound defensive here, since I am also an external consultant, but I agree that some qualitative procedures, such as interviews and focus groups, are also more practical in some cases than rating methods. We both, certainly, live and work in a field in which more is better most of the time. But I would encourage you to try to get a Senior VP who has already worked 32 hours this week, and it's only Tuesday, to agree to fill out a JAQ on the job below him or her—especially when that questionnaire asks many relevant and face-valid questions like how often the person in this job needs to control space vehicles or manipulate heavy machinery.

Thanks, Michael, for inviting feedback on your article and for reading my rambling ranting. I do want you to know that I work at PDI, although in a different office and practice area than Jeff Schippmann (I do know him though, so I'm sending this note to him too). Best of luck in your continued efforts to clarify this practice; I think you are doing informative, accessible work (even though it is all qualitative!).

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Students in Cyberspace

Hi Dawn and Lori,

As an I-O grad student, I want you to know that TIP-TOPics is the first thing I read when the new issue arrives—you two do an excellent job of gathering relevant and useful information. The students in our program have commented that its nice to know that there are other people "in the same boat," so to speak, and to know that our concerns are similar

Along those lines, I have recently created an online forum for I-O graduate students. This forum can be accessed through a "gateway" page located on our web site at: http://www-dept.usm.edu/~psy/io/forum.htm. As it was just created yesterday (10/1/98), I don't expect too much traffic for the first few weeks (hence not a lot of messages). But with a little time and exposure, I'm hoping for a good response.

Thanks for your time and please don't hesitate to contact me if you need any further information!

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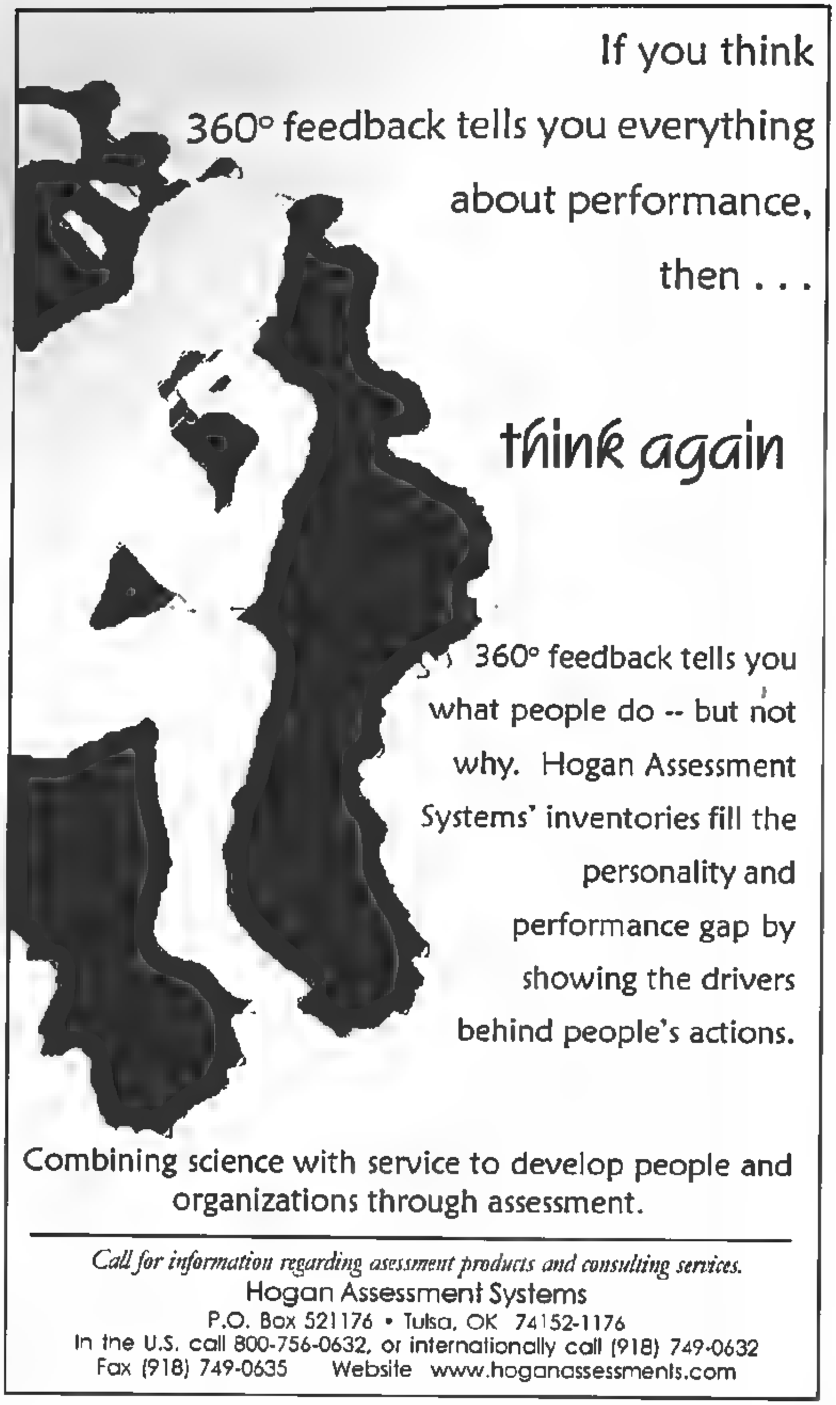

Data-Based Remodeling of the Electronic Cottage

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In the last issue of *TIP*, Holland and Hogan (1998) decried the complete lack of published empirical research on telecommuting from home (which they termed an "electronic cottage"), and advised I-O psychologists to examine the data regarding costs and psychological consequences of telecommuting, prior to rendering a judgment about its impact on organizational effectiveness and employee satisfaction. I agree that rigorous research should guide decisions about the overall impact of telecommuting, and I agree that I omitted mention of such research from my previous *TIP* article on the virtual workplace (Cascio, 1998). However, it is simply wrong to claim that there are no empirical studies in the "mainstream literature" that evaluate the impact of telecommuting. It is true that such studies have not appeared in the I-O psychology literature, but the sweeping statement that that there are no empirical studies in the "mainstream literature" is simply false. In fact, most existing studies of the effects of telecommuting are not methodologically rigorous, but they have appeared, primarily in the literature on information systems. Here is a very brief sample of their findings.

Research on Telecommuting

A critical analysis of 32 published empirical research studies on telecommuting found them to be plagued with methodological problems, such as small sample sizes, lack of control groups, heavy reliance on self-reports, and failure to control extraneous factors, such as employment status, job type, and the level of participation (McCloskey & Igbaria, 1998). There is a strong tendency in the published research to treat both full-time and part-time employees who telecommute as a homogeneous group. This unwise decision makes it difficult to interpret study results. Moreover, gender and employment status are often related, as many studies have found that part-time workers are predominantly women, while full-time workers are predominantly men.

Telecommuting lends itself to both professional work (low division of labor with internal control) and clerical work (high division of labor with external control; Ford & Butts, 1995; Olson, 1987). It is likely that the experiences and outcomes of telecommuting will differ for these jobs. However, many researchers have included both clerical and professional/managerial employees in their samples in examining attitudes and outcomes associated with telecommuting.

Finally, it seems reasonable to expect differences in the attitudes and experiences of telecommuters depending on the amount of time that they work at a remote location (Kraut, 1989). Most of the literature suggests that there should be a balance between telecommuting and working in the traditional

office environment. Productivity studies have shown that working at home three days per week is optimum, with working more or less at home resulting in lower productivity (McCloskey & Igbaria, 1998). Studies that do not consider the relative level of telecommuting participation may therefore miss an important explanation for any subsequent differences in attitudes or outcomes.

Telecommuting and the Balance Between Work and Family Demands

Very few scholarly articles have examined the effect of telecommuting on the work-family relations of telecommuters. Those that do paint a mixed picture. However, a recent study done in three Canadian organizations collected information from four groups (telecommuters, managers, co-workers, and a control group) 2 weeks before and 6 months after the introduction of telecommuting (Duxbury, Higgins, & Neufeld, 1998) The researchers collected data from questionnaires as well as telephone interviews. Results indicated that there were no significant changes in work/family conflict, stress, and the ability to manage personal or family time for respondents in the control, co-worker, and manager groups over the course of the study. However, telecommuters had significantly lower levels of interference from work to family, significantly lower levels of interference from family to work, and significantly fewer problems managing their family time than they did prior to telecommuting. These data support the "positive" view of telecommuting. They suggest that working from home helps employed parents balance work and family demands.

Implications for Decision Makers and for I-O Psychologists

I agree with Holland and Hogan (1998) that decision makers and I-O psychologists should be skeptical of claims about the effects of telecommuting, especially if the claims are not grounded in rigorous empirical research. For example, several studies have suggested that the level of telecommuting participation will have a negative impact on visibility, and, therefore, on career advancement (Austin, 1993; DuBrin & Barnard, 1993; Dutton, 1994). From the perspective of office politics, this is the "out-of-sight, out-of-mind" argument. However, empirical research has not addressed this issue.

Before drawing conclusions about telecommuting and framing organizational policy on this issue, decision makers should also consider the extent to which research findings might apply to their own industries and organizational cultures, and to employees at different stages of their careers. I-O psychologists should seize the opportunity to apply their skills in conducting rigorous empirical research relevant to a practice that is exploding in popularity. By disentangling the organizational and personal effects of level of participation on telecommuters, by exploring potential differences in outcomes by gender and level of job, and by identifying salient personal characteristics of successful telecommuters, our research can help guide organizational policy decisions, as well as important decisions that individuals make relative to their careers and lifestyles.

Rigorous research on telecommuting, and on virtual work arrangements in general, represents yet another opportunity for our field to become more visible. As I-O psychologists, we have the expertise to develop theories to predict and explain the effects of these new work arrangements, and to move beyond purely descriptive information. This is a problem that is relevant and important to managers and employees alike. I-O psychologists need to broaden their definition of "mainstream" if the field is to progress beyond that of a cottage industry.

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Resolving Conflict Within the Organization: Creating "Win-Win" Solutions With Mediation

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The choice of litigation to resolve conflict has added to court dockets some cases that might be more effectively resolved on an informal basis. In cases of intra-organizational conflict, both the disputants and the organization may benefit from effective dispute resolution that is faster than the litigation process. The purpose of this article is to provide an overview of mediation and its usefulness as a mechanism for conflict resolution in organizations. Following a review of the conceptual and practical differences between mediation and litigation as well as other forms of alternative dispute resolution (ADR), I will discuss mediation in organizations and the relationship between mediation and the law. Finally, I will discuss the benefits of mediation and its applicability in cases of discrimination such as sexual harassment.

Conflict Resolution Within Organizations

Although litigation is a common mechanism for dispute resolution in our society, forms of alternative dispute resolution exist. Litigation involves a judge and possibly a jury who will determine the resolution of a dispute based on the law and information provided by the disputants. This information is typically presented by attorneys who advocate for their clients' positions, often to the detriment of the opponent. The admissibility of evidence is guided by formal rules and expert witnesses may testify about relevant issues. The litigation process is typically lengthy, expensive, and inconvenient. Judgements of the court can be appealed, drawing the process out even farther.

Aside from litigation, forms of ADR include arbitration, mediation, and conciliation. Arbitration is much like litigation in that a neutral arbitrator hears evidence presented by the disputants and concludes with a binding resolution. Disputants are often represented by attorneys at arbitration meetings, which are attended by all parties. Unlike litigation, arbitration is not open to the public and is a much faster process. In arbitration, the disputants also have the ability to choose the neutral(s) who will hear their case. Although attorneys often represent their clients in arbitrations, the overall cost of representation can be less because the arbitration process is generally much faster than litigation.

Mediation is similar to arbitration in that the mediator is selected by the disputants to act as a neutral party and listen to the disputants. Beyond that, mediation is dissimilar to arbitration in many ways. Mediation is generally an informal process in which evidence and witnesses are not usually introduced. Disputants must also consent to the mediation and can meet with the

mediator on either a joint or caucus basis. Not only is a mediation generally limited to only the disputants, but the information presented by the disputants is also confidential. This represents a key difference from arbitration where the process is private but the information is not necessarily confidential. And perhaps most importantly, disputants in a mediation retain the power to resolve their differences; the mediator merely facilitates the resolution.

Finally, conciliation is like mediation in that a neutral party facilitates communication between the disputants to resolve a conflict. Conciliation can be most useful to break the deadlock that can arise between disputants who are unable to see past their frustration or anger to resolve their differences. Once the deadlock is broken, an environment hospitable to meaningful dialogue can be created. Unlike mediation, conciliators meet with the disputants individually to alleviate tension and identify issues (Leviton and Greenstone, 1996).

Clearly, the ladder of dispute resolution mechanisms is anchored at the bottom by conciliation and at the top by litigation. Mediation and arbitration, respectively, provide intermediate levels of structure for dispute resolution. People in organizations who have disagreements can enter the dispute resolution ladder at any rung and may advance upward if they are unsuccessful and resolving their differences at their current level. However, mediation represents a middle ground of control and structure where individuals in organizations can most productively resolve their conflicts with each other or with the organization itself.

Mediation in Organizations

Mediation is often used in civil and family law matters as an alternative or precursor to litigation. Contract disputes and child custody disagreements are commonly resolved by mediation. However, mediation can also be used by organizations to achieve a "win-win" outcome when members have conflicts with each other or with the organization itself. Instances of employee backstabbing, hiring and promotion disputes, and even discrimination can benefit from mediation in the organization.

Certain conditions must exist for mediation to be an appropriate alternative. First, a conflict must exist between at least two parties Second, the parties must willing to achieve a resolution to the dispute based on consensus. Third, the parties must agree on the mediator(s) who will act as the neutral facilitator in the resolution process. Slaikeu (1996) observes that trust is another essential condition for a successful mediation. Disputants may not trust one another but it is not necessary that they do. However, the disputants must trust the mediator to be impartial and the mediation process to be a viable solution to the dispute.

The expectations of the disputants can determine whether or not mediation is an appropriate alternative for dispute resolution. The disputants must

be ready, willing, and able to resolve their differences with the assistance of the mediator. Individuals who are not ready to settle their differences and are using mediation to avoid settlement are not suited for mediation. Individuals who are not willing to settle the conflict themselves and are expecting the mediator to adjudicate the disagreement are not suited for mediation. Individuals who are not able to resolve their differences and cannot negotiate in good faith are not suited for mediation. Only those disputants who want to resolve their differences and are capable of doing so are appropriate for mediation.

The issues in dispute must also be appropriate for mediation. Issues between supervisors and subordinates such as performance appraisals, delegation of responsibility and authority, and promotions are all appropriate for mediation. Between coworkers, issues such as workload distribution, cooperation, and gossiping are issues that can be successfully resolved through mediation. Discrimination and equal employment opportunity issues across all levels of the organization may also be appropriate. Generally, most organizational issues of a noncriminal nature can benefit from mediation.

There are several basic steps in the mediation process. Slaikeu (1996) identifies a model containing five phases. During the first contact phase, the mediator provides the disputants with information about the mediation process and obtains summaries of the conflict from the disputants. If the disputants want to pursue mediation, an agreement to begin mediation is drafted. The second phase is the opening meeting. At the opening meeting[1] the mediator can reiterate the elements and guidelines for the mediation process, allow the disputants to make opening statements summarizing their issues and goals for the mediation, and adjourn the meeting as a transition to the next phase. The next step for the mediator is to conduct caucuses, meetings with the disputants on an individual basis. During the caucus sessions the mediator should review the confidential nature of their statements and elicit the key interests and other information that should be represented in the resolution. The next phase, joint (or shuttle) meetings, represents an extension of the caucus phase where the disputants communicate directly with one another (or through the mediator) to achieve a consensual resolution. Finally, in the closing phase, the agreement is reviewed for accuracy and completeness, reduced to a written document if necessary, and the mediation is concluded. Of course, at any point some or all of the disputants may withdraw from the mediation, refuse to participate, or seek alternative venues (e.g., court).

Mediators in organizations are often referred to as ombudspersons. Large organizations may staff one or more full-time positions responsible for mediation. In addition or as an alternative to full-time ombudspersons, organizations may designate departmental contacts who can assist with dispute resolution in addition to their regular duties. Those responsible for dispute resolution typically receive some formal instruction on the mediation process and may attend relevant conferences. Ideally, an ombudsperson is high

enough in the organizational hierarchy that they are perceived to have some influence but is not so high that they are perceived to represent the organization's interests.

Mediation and the Law

Mediation might be seen by legal professionals as an encroachment on their domain. And indeed, mediation has a unique relationship with the law, but one that is mutually beneficial. Many legal professionals have come to recognize mediation as a way to ease the burden on the court docket as well as to resolve disputes. Some jurisdictions (e.g., California) even provide special privileges of confidentiality to mediators.

Confidentiality is important for a successful mediation. Disputants are more likely to be open and forthcoming in caucus and joint meetings if they can be assured that their statements will remain confidential. Not only should the information revealed in a mediation be confidential, but so should the identities of the disputants (Beer and Stief, 1997). The mediation guidelines should include an agreement that the parties will not involve the mediator in any subsequent litigation (Slaikeu, 1996). Nevertheless, information regarding criminal behavior cannot remain confidential and this caveat should be understood by all parties.

California Evidence Code, Div. 9, Ch. 2, directly addresses guarantees of confidentiality in mediation. Under this law, all statements, documents, and communications that are part of a mediation are inadmissible in noncriminal proceedings. This rare privilege against discovery is similar to that protecting attorney/client and physician/patient relationships. Moreover, the written settlement agreement is also confidential unless the parties agree that it is enforceable or there is an underlying defect (e.g., fraud or duress). The law also provides that mediators are entitled to reasonable attorney's fees and costs in the protection of inadmissible mediation information. Even reference to a mediation during subsequent litigation may be grounds for a new trial. Exception to the general inadmissibility of mediation information in noncriminal cases is granted if all of the parties, including the mediator, agree to the disclosure.

The California courts have upheld the importance of confidentiality and enforceability of mediation. In 1995, the California Court of Appeals refused to hear the case of Meg Garstang who sued the California Institute of Technology (her employer) and three co-workers for slander and intentional infliction of emotional distress. Ms. Garstang was hired by Caltech in 1989 and after a series of promotions alleged that the co-workers were spreading rumors that she had traded sex for advancement. The issue was not successfully resolved by the Caltech ombudsman and Ms. Garstang attempted to compel disclosure of statements made in mediation at her civil trial. The superior court refused to compel the disclosure and the California Court of

Appeals refused to hear the appeal of that decision (*Garstang v. California Institute of Technology*, 1995).

In 1996, the California Court of Appeals affirmed the decision of a lower court to enforce the provisions of a written, binding mediation settlement. Burnet Sumner entered into mediation with the University of California, Oakland, and other individuals to resolve her complaints of sexual harassment. The mediation was successfully concluded after 2 days and a detailed agreement was dictated on tape for transcription. However, shortly thereafter Ms. Sumner refused to agree with the terms of the settlement and the University of California initiated legal action in superior court to enforce the agreement. The superior court upheld the enforcement of the mediation agreement as did the California Court of Appeals (*Regents of University of California v. Sumner, 1996*).

Benefits of Mediation

Mediation has many benefits for the disputants and the organization. Mediation allows the disputants to maintain control over the resolution and create a "win-win" solution with which all parties can live. Rather than allowing someone else to impose judgement, all parties can have their interests reflected in the agreement. Mediation also allows the organization to maintain a productive environment for employees and minimize unnecessary litigation. Instead of an atmosphere permeated with conflict and fear, parties can work together and productively.

Beyond allowing disputants the opportunity to vent and reconcile, mediation woven into an organizational anti-harassment policy may satisfy the elements of an affirmative defense to allegations of sexual harassment as outlined by the U.S. Supreme Court. In both *Burlington Industries, Inc. v. Ellerth*, (1998) and *Faragher v. City of Boca Raton*, (1998), the U.S. Supreme Court indicated that organizations may raise an affirmative defense if no employment action (e.g., discharge or demotion) is taken against the victim. The affirmative defense requires that the employer attempt to prevent and correct sexually harassing behavior and that the employee failed to utilize the preventative and corrective efforts of the employer. Ironically, the affirmative defense was not advanced by either organization but only recognized by the Court in the wake of the allegations in each case.

Mediation can be especially useful when anything you say can and will be used against you in a court of law. Although mediation may not be appropriate for all cases of sexual harassment, in some instances the victim may prefer validation and a work environment free from discrimination rather than vindication and protracted litigation. However, the recognition of and apology for the harassing behavior are likely to be essential in the validation process. Vague and noncommittal statements by the accused that circumvent the issue may prove to be deleterious. Yet direct statements of culpability may create liability for both the accused and the organization.

Rather than remain in a gridlock, mediation may provide a venue where confidential apologies can be offered without fear of future penalty and confidential agreements (if needed) can be constructed. Thus, mediation offers the confidentiality and enforceability that may satisfy all parties.

Various organizations exist that may provide additional information on mediation. The Society of Professionals in Dispute Resolution (SPIDR) develops and maintains standards for ethics and practice in alternative dispute resolution. In addition to general support of ADR, SPIDR has developed a special set of guidelines for resolving disputes in the workplace. The Ombudsman Association has also developed standards of practice and codes of ethics that focus on confidential dispute resolution. These organizations may provide information useful in developing a successful organizational mediation program.

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From Phrenology to Fraud: The Breakdown of Science in the Practice of I-O Psychology

Brent Holland, Robert Hogan, and Dana Shelton
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In the last issue of *TIP*, **Janine Waclawski** (1998) asked why psychology has such an ambivalent, even unattractive, popular image. This question greatly concerns us, and we didn't find the *TIP* explanation persuasive. Waclawski suggests that psychologists are public figures of fun because of "extremists" in the field and media portrayals of psychologists as incompetent. This interpretation projects the blame outward and ignores our own actions that contribute to the field's poor reputation. We see two themes in modern psychology that probably contribute to our poor public image. The first is a lack of concern for definitions, which leads to widespread terminological confusion, and the second is an anomalous disregard for data.

Successful communication with the public depends on clear definitions of key concepts; without common definitions, it is impossible to establish convincing generalizations and meaningful relationships between variables. Yet psychologists tend to ignore this fact. Consider, for example, the concept of motivation, which is used in at least three different and mutually contradictory ways. There is motivation in the sense of underlying needs that persist over time; such as, the need for achievement. Then, there is motivation in the sense of a person's reasons or intentions; such as, the motive for a decision. And finally, there is motivation in the sense of arousal; such as, Is the workforce motivated? This terminological confusion makes discussions about motivation almost incoherent—because the terms are never defined.

Similar confusion surrounds the concept of "situation." The hoary person-X situation debate concerns the degree to which behavior is function of personal characteristics or situational factors. However, there is no agreement whatsoever on a definition or a taxonomy of situations, which makes the debate insoluble in principle (Hogan & Roberts, in press). These examples point out problems that occur when definitions are either ambiguous or lack consensus and they contribute to the public's misunderstanding of what we are about.

As for the claim that the profession, protestations notwithstanding, doesn't pay attention to data, the claim is easy to demonstrate with two examples from the field of assessment. Specifically, in our view, few people pay attention to the notion of validity, despite the fact that validity is the bottom line in assessment. Consider first the widespread use of the Myers-Briggs Type I indicator (MBTI) in organizational interventions and ask yourself about the status of validation research with the MBTI. Consider secondly the thriving 360° appraisal industry, and ask yourself where the dimensions on the various appraisal forms came from. Were they chosen on the basis of known correlations with managerial effectiveness or do they

reflect the biases of the test authors? The answer is obvious. The bad news is that we can provide many more examples of this sort.

The reputation of the field probably will not improve if we continue using vague concepts and ignoring data. To correct the problem, we need to accept responsibility for our own inadequacies and begin clearly defining what we are measuring and making recommendations based on data. Otherwise, the utility of our services and assessments remains a mystery, which supports stereotypes about what we do.

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Practice Network: Look, It's an I-O Psychologist... No, It's a Trainer.... No, It's an Executive Coach!

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Greetings! And what a year of baseball it was. Not one but two players broke the Roger Maris home run record. I had the best of all worlds. Living in St. Louis, I was able to enjoy the thrill of Mark McGuire's triumph. Being a Cub's fan, I was able to experience the excitement produced by the Cubs winning the National League Wild Card race, and of course, Sammy Sosa's home-run streak. Now that the baseball playing season is over, the teams and the players can put their minds to other matters besides winning and losing, such as practicing and training. Which brings us to the focus of this Practice Network column (no, the focus is not really on baseball), namely, executive coaching. To investigate this topic, I contacted five I-O psychologists who are doing coaching and asked them four basic questions:

1. How do you define executive coaching and what are the key techniques associated with it?
2. What makes executive coaching work well?
3. What are the limitations of executive coaching?
4. What is the future of executive coaching?

The answers to these and some additional questions that arose, as well as my own observations, are summarized next.

What is Executive Coaching?

Although no two people gave exactly the same definition, the result was more or less the same in each case. Combining the answers that I received and putting it into my own words, I would say that executive coaching is "an on-going, one-on-one learning process enabling people to enhance their job performance." Typically, executive coaching is *on-going* in that it will last between several months to about 1 year. It entails a close relationship between the coach and the employee. In terms of the "learning process," some respondents emphasized that the coach did less of the teaching and more of what I would call helping the person "learn how to learn," while others emphasized the coach as an instructor, providing the specific competencies needed.

There also seemed to be fairly good agreement as to the basic techniques used in executive coaching. Based on a synthesis of my conversations, I would state that executive coaching involves five elements: (1) An assessment phase; (2) a feedback phase; (3) a planning phase; (4) an implementation phase; and 5) a follow-up phase. These are not necessarily discrete phases; they may overlap and they may be repeated.

In the *assessment stage*, respondents indicated they typically used a 360-degree feedback tool. Personality tests also seem to be fairly common. One

respondent, however, indicated that the assessment process really depended on the particular situation and trainee. Several of the people I talked with discussed tradeoffs between standardized, quantitative measures (e.g., 360° feedback rating forms) and more unstructured, qualitative approaches (e.g., interviews with peers and subordinates).

The *feedback phase* involves sharing the information gathered from the assessment with the individual. One respondent noted that participants often said they had never received such specific feedback in their career. Although the respondents I talked with provided few comments regarding the feedback process, one respondent did note that a large portion of the coaching process is helping the individual gain insight into his or her behavior. The implication was that getting the trainee to accept the feedback required more than just summarizing the information.

The *planning phase* involves the coach and the trainee deciding what areas need further work. This is an important part of the process and it would appear that a coach could play a major role in setting the agenda.

The *implementation stage* seemed to vary from respondent to respondent. One respondent indicated that he would find the expert that would be best suited for addressing the problem. For example, if the public speaking were the major problem, an expert in teaching public speaking would be located. A different kind of approach was to use problem-solving techniques. For example, one respondent described a technique where the trainee would identify problem situations, list the circumstances leading up to the problem, and determine the cause of the problem. The assumption was that by analyzing problem situations and developing solutions with the coach, the trainee would improve his or her performance.

Finally, the *follow-up phase* involves a continuous discussion as to progress and barriers that the trainee was experiencing.

Before moving to the next issue, it is useful to note that the typical trainee was either a high potential employee or a successful employee who had one or two weaknesses. It appears that organizations are using executive coaches primarily to develop effective employees, rather than as a means of improving employees who are having serious problems for which they will be terminated.

What Makes Executive Coaching Work Well?

At the time I was preparing this column, I was also teaching an MBA course on training and development and I found the comparison with executive coaching rather striking. For example, the most common response to the question "what makes this technique work well" was that participants were generally highly motivated to learn (Of course, that is less a strength of the technique itself and more an advantage of who is selected for the program). Another strength of the technique that was mentioned was that the coach is able to develop a close, personal relationship with the participant, a compo-

nent that also seems critical in the success of psychotherapy. A third strength appears to be the opportunity to work through problems and issues that arise over the course of the program. Thus, executive coaching circumvents a common problem associated with traditional training programs, namely, a lack of reinforcement or support after the program. Yet another reason executive coaching works well is that the process is designed to fit the specific needs of the trainee. Rather than being a predetermined program, designed to improve the typical employee, executive coaching aims to target the specific needs and issues of one person.

Finally, one respondent explained that executive coaching works well because it provides an objective, honest atmosphere for high-level executives to discuss their concerns, weaknesses, and other issues, which is unlike most any other opportunity they have. Thus, executive coaching may meet some unique needs of employees that are typically not addressed in a traditional training program.

Limitations of Executive Coaching

The most interesting limitation mentioned was that some competencies could only be changed so much. As one respondent described it, it is probably impossible to take a person who is extremely introverted and make him or her into an extremely extroverted person. Likewise, I would expect that an executive coach might not easily change someone who has a bad temper into a sweet, mild human being (perhaps some psychotherapy would help, however). And, some deficiencies may not be amenable to change.

Most respondents indicated that an ineffective coach or having an unmotivated trainee are major limitations of the technique. In general, the people I talked with noted few limitations.

The Future of Executive Coaching

According to one of my respondents, the history of executive coaching can be divided into three stages: early history (approximately 1950–1979), middle period (1980–1994), and recent times (1995–present). The early history was characterized by a handful of experts who employed a blend of organization development (OD) and psychology. The middle period involved increasing professionalism and greater standardization of services. The current period, beginning around 1995, has led to broad popularity, a proliferation of books, and the founding of professional organizations for coaching. Along with the broad popularization of coaching there has been an influx of relatively untrained coaches, decreasing standardization of services, and increasing confusion as to what executive coaching is. With this history in mind, it is not surprising that several respondents indicated a concern that the future of executive coaching could be jeopardized by the proliferation of poorly trained coaches. Thus, a major concern is that executive coaching will get a bad reputation based on poor practice. A second

concern that emerged was that like other fads (e.g., reengineering), companies will eliminate executive coaching when they compare the amount of money that was spent to the end results. Given that the estimated per trainee costs of a "typical" executive coaching assignment ranged between $4,000 to $12,000, this is clearly an expensive intervention!

Alternatively, it was argued that effective coaches may squeeze out the ineffective coaches and companies will continue to use executive coaching. My guess, based on these conversations, is that companies will continue to use executive coaching for the foreseeable future, but perhaps more selectively than currently is being done. As one respondent suggested, companies may use executive coaching more strategically in the future. In other words, executive coaching may become better linked with other HR techniques, rather than being viewed as a general panacea to organizational problems.

Other Issues

An intriguing issue that came up was the type of training that was needed to be an executive coach. This question came up in several different ways. It was noted by one of my participants that some clinical psychologists, according to a recent *APA Monitor* story, have been doing executive coaching. This raises a host of issues regarding the necessary credentials, as well as skills, needed to be an effective executive coach. A second way in which this question came up was in a fascinating discussion with one of my respondents about the type of training typically given to I-O psychologists Specifically, it was observed that I-O psychologists usually are trained for and focus on assessing and giving feedback, which are the first two phases of executive coaching. I-O psychologists are less frequently trained for and less likely to think in terms of the other phases of executive coaching, including planning, implementation, and follow-up. I-O psychology tends to think in more static terms rather than developmental phases. The point being made is that executive coaching may force us to think somewhat differently about some of our fundamental models of human behavior and what kind of courses and experiences I-O graduate students need. What do you think?

Another interesting question that came up was the difference between internal executive coaches and external executive coaches. One difference that was mentioned was that internal coaches may have the opportunity to build long-term, informal relationships with employees, which could provide an on-going value-added service to the organization (and be a nice boon for an I-O psychologist's career!). On the other hand, one respondent felt that an external consultant might be able to develop a greater sense of trust on the part of the trainee, therefore enabling the trainee to discuss things that he or she might otherwise be reluctant to mention (e.g., family problems). As I thought about this point, however, I wondered if individual differences between coaches don't account for more variance in the amount of trust than whether the coach is external or internal to the organization. Finally, one

respondent indicated that an external executive coach might have more freedom to use assessment tools, such as a personality inventory, that might be viewed as invasive if they were used by an internal executive coach. Do you have other comments about external versus internal executive coaches?

Conclusion

In conclusion, I found that writing this column forced me to do some rethinking about both practice and research in I-O psychology. My feeling is that I-O psychologists have much to offer in the role of executive coach and that we would all learn much from engaging in this type of assignment. My bet is that executive coaching is here to stay. Although its popularity may wane over time, I predict that it will remain a tool in the I-O psychologist's toolkit for some time to come. I have been really pleased with the number of phone calls and e-mails in reaction to my prior columns and I want to thank you for your interest. So, please, continue to contact me with reactions to this column! Have you had a different experience with executive coaching? Topics you would like to see covered in the future (my current plan is to have the next column examining the Internet and its effect on I-O psychology)? Please e-mail me at mharris@umsl.edu, call at (314) 516–6280, fax at (314) 516–6420, or snailmail me, Michael Harris, at School of Business Administration, University of Missouri–St. Louis, St. Louis, MO 63121. I look forward to hearing from you!

I would like to thank the following individuals for their help in preparing this column: Laura Heft, Metal Container Corporation; George Hollenbeck, Hollenbeck Associates; David Peterson, PDI; Shirley Ross, Hagberg Consulting Group; David Weller, Psychological Associates.

TIP-TOPics for Students

Lori Foster and Dawn Riddle
University of South Florida

There's nothing quite like the holiday season—shopping, food, parties… and New Year's resolutions to offset the consequences of the shopping, food, and parties. While you're at it, be sure to put "read TIP-TOPics faithfully" on your list of resolutions—it should be an easy one to keep! In traditional style, the current issue promises to spotlight an I-O related training opportunity, answer a few questions you've been wondering about, and give you a tip or two to help manage life and graduate school during these crazy days.

Although April may seem a long way off, it's really just around the corner. Why the sudden interest in April? Two reasons. First, the April issue of *TIP* marks the end of our tenure as TIP-TOPics student editors. Once you've wiped away the tears, look on the bright side—we're putting TIP-TOPics up for adoption! After 2 years on the job, we figured it's time to give someone else a chance to experience the joys of column-hood. In order to give everyone a fair shot at this position, we're conducting a TIP-TOPics column competition. The competition involves writing and submitting a work sample—that's right, a sample column! *TIP* editor **Allan Church** will help review these submissions and make the final selection decisiqn. The new TIP-TOPics student editor(s) will be announced during the SIOP Conference in April, 1999, and the winning column will be published in the July issue of *TIP*. Interested individuals should contact us via the options listed at the end of this column for further details on the competition. The deadline for submissions is March 22, 1999—don't miss this unique opportunity to get involved with *TIP* and SIOP early in your career!

Did somebody say SIOP? In fact, SIOP is the second reason why April is noteworthy. April 30th marks the beginning of the 14th Annual Conference of the Society for Industrial and Organizational Psychology, where I-O types from around the world will come together, discuss "the issues," socialize, and simply identify with their profession. As you might expect, the SIOP Conference can be an incredibly I-Opening and growth-oriented experience for students. Several of our contacts across the globe, however, recently suggested that many students have never attended SIOP. Consequently, they lack information that could largely impact their future careers. With that in mind, this issue's column provides a crash course on SIOP—a "SIOP 101," so to speak. The information presented will help newcomers decide whether they should attend the SIOP Conference By detailing the opportunities and expectations associated with the Society's annual Conference, this column will also help novices get more bang for their SIOP buck.

This issue's **In the Spotlight** segment, written by Carrie Bulger, illuminates SIOP's pre-conference Doctoral Consortium, a workshop of sorts held solely for students. The **You Know, I've Been Wondering…** section answers general questions regarding Conference activities and events, along with questions related to when, why, and how students might participate. Finally, the issue's **TIP for Balancing Life and Graduate School** offers a suggestion for expanding your *cyber* support network.

In the Spotlight

The SIOP Doctoral Consortium: Hobnobbing with the Future of SIOP

Carrie A. Bulger
University of Connecticut

During breakfast at last year's doctoral consortium in Dallas, **Steven Rogelberg** said something that made me stop in mid-chew to look around. He advised those of us in attendance to make an effort to get to know one another over the course of the day because the people in the room would be our colleagues for the rest of our lives. That's really something to consider when you are thinking of attending SIOP. I think many students (myself included) spend so much time trying (a) to get to every session in the program, and (b) to meet as many "I-O legends" as we can, that we don't really think about getting to know our peers. The doctoral consortium is an excellent opportunity to meet your future colleagues AND a few "I-O legends" before the Conference even starts.

If you're new to SIOP or to the SIOP Conference, you may not even realize that there is such a thing as a doctoral consortium. Every year on the day before the annual SIOP Conference officially begins, there is a doctoral consortium. This is a gathering of doctoral students who are near the end of their training. The consortium features several speakers from applied and academic areas of I-O and usually a chance for students to pepper these people with questions.

The first doctoral consortium was held in 1986. Back then, SIOP had its primary meeting at the annual APA convention, so the very first doctoral consortium was held the day before the APA convention. According to **Eugene Stone-Romero,** who was the SIOP Education and Training Chair at that time, the doctoral consortium was initiated for several reasons. First, to get doctoral students interested in long-term association with SIOP and its members. Also, to give students a chance to meet some of the leaders in our field and to expose students to SIOP members who were active in either science or practice. Finally, the originators felt that the consortium might serve to suggest areas for dissertation research for those students who had not yet chosen a topic. Steven Rogelberg, who was active in planning the consortium for the last 2 years, adds that it is also a chance for students to meet each other and to get some guidance on careers.

Let me tell you about last year's consortium so that you will have a better idea of what it is all about. Last year, **Jim Breaugh** was the breakfast speaker. The focus of his advice was on the importance of balancing your career with the rest of your life. A phrase he used often, which has stuck with me since then, was to "have passion" for whatever it is you choose to do in your life and in your career. Following breakfast, the group split up. Half of the attendees heard **Ann Marie Ryan** offer advice about combining academic research and consulting practice. The other half of the group heard **Steve Gilliland** speak about advances in research in the area of organizational justice. Then came lunch. The Conference was in Dallas, so it was no surprise that a Tex-Mex fajita buffet was served. While we ate, **John Hollenbeck** gave an enlightening talk on publishing in general and publishing in *Personnel Psychology* in particular. After stuffing ourselves with guacamole and tortillas, we waddled off to separate rooms to hear either **Jerry Kehoe** or **Joan Brannick** speak about internal and external consulting, respectively. The two speakers then brought us back together to give a joint talk on consulting and to answer questions. Finally, at day's end, all of the speakers formed a panel and fielded questions from the attendees. As you might imagine from a bunch of doctoral candidates, most of the questions were about jobs, job searches, and careers.

At this point it's probably redundant to tell you what you would have taken away from last year's consortium, but let me tell you the two main things that I, personally, got out of going. First, I met a lot of other doctoral students from all over the place. We spent quite a bit of time talking to one another about dissertations, future plans, and differences in our doctoral programs. Second, I thought that every speaker was worthwhile and, even better, informative. At this stage in my career, I'll take all the advice I can get from people who have "made it" in our field.

If your curiosity has been peaked, and you're interested in attending the 1999 Doctoral Consortium, here's how participant selection works. In January (that'd be about now), when the information about the Conference is mailed out, your school will get information about the consortium. Each school can nominate one student and one alternate to attend the consortium. The nomination process might be slightly different at each school, but generally you will need to be at or very near the dissertation stage of your training. There is some monetary cost associated with going (last year it was $35), but the investment is likely to yield high returns. The 1999 doctoral consortium promises to be every bit as good as last year's—if not better, notes **Lyse Wells**, who was charged with planning both the 1998 and the 1999 consortia. "I'm…excited because we are incorporating some of the feedback that we got last year to make things even better. We have a couple changes…including an icebreaker at the beginning of the day to help everyone get to know each other better and roundtable discussions on various topics to allow the students and presenters to talk informally in even smaller groups."

Thus, the SIOP doctoral consortium remains an extremely worthwhile event. I recommend attending the consortium when you reach that stage in your training not just to get advice, but also to have some fun!

You Know, I've Been Wondering…

…about the upcoming SIOP Conference. It has always seemed like conferences were just an excuse to get away from work, spouse, kids… you know, responsibility. For many of us, that's reason enough, but if you're the type who would like to know a bit more about the upcoming SIOP Conference before you attend, read on. In keeping with the objective of **You Know, I've Been Wondering…**, this segment answers some common questions regarding the annual SIOP Conference.

What goes on at a SIOP Conference?

Lot's of great stuff! Most of which results in learning, laughing, debating, networking, and gaining that extra 5 pounds typically reserved for the holidays! Here's a quick run down of Conference activities.

Prior to the Conference, all SIOP members will receive an Official Conference Program booklet in the mail. If you remember nothing else, do not forget to pack this book! It'll become your best friend as the Conference unfolds. The SIOP Program presents session blocks in chronological order, and several sessions are conducted simultaneously within each time block. The booklet also includes brief abstracts, as well as the time, location, format, presenters, and paper titles associated with different Conference sessions. Furthermore, this booklet includes the dates and times of additional events and gatherings.

The actual SIOP Conference usually begins with *pre*-conference activities including the doctoral consortium, professional development workshops, a tour of a local point of interest, and the ever-popular SIOpen Golf Outing (for those who think they're already working too hard before the Conference has even begun). The official beginning of the Conference is marked by the Presidential Address which, in recent years, has been spiced up with poetry, pianos, and picture galleries—along with really important presidential wisdom, of course.

Directly after the address, the sessions begin! Of course you'll be bombarded with a wealth of top-notch empirical and theoretical information from the first session to the last, but it's critical to maintain perspective, to not forget what's really important—the coffee breaks. That's right, coffee breaks. Lest you think we're joking, stop a moment and think. Coffee breaks afford the perfect opportunity for awkwardly introducing yourself to someone who just presented a paper related to your area of interest, for rubbing elbows with some of those legendary names in the field, for summarizing or debating the merits of arguments you've just heard with a colleague,

for schmoozing with your peers, making use of the restroom (some of those sessions are really long), and of course, eating.

Okay, outside of pre-conference activities, the presidential address, formal presentations, and coffee breaks, a few other interesting points need to be addressed. First on the list is the SIOP Job Placement Service. SIOP's Job Placement Service provides a method for uniting job seekers with employers who are advertising position openings. This service includes part-time and full-time employment opportunities, as well as internships. Registered employers receive resumes submitted by registered job seekers; similarly, registered job seekers receive position descriptions submitted by registered employers. Mailboxes are assigned to facilitate communication of interest between employers and candidates. Employers conduct interviews right there during the Conference. The result might include broadening your network, receiving an invitation for further interviews, or better yet an offer of employment!

Next, to allow you to partake of the Dessert Reception[1] guilt-free, **Kevin Williams** stages a mean 5K Road Race/Fun Run, usually on Saturday morning. (Mean only because it directly follows Friday night!)

Finally, as long as we've hit upon the topic of food, we need to mention the parties… Oh, they might be labeled "receptions," "hospitality rooms," or "gatherings," but what we're really talking about are parties. Typically, several companies host "receptions" in the evenings. Some are invitation only, but many are open to all SIOP members. These parties offer a wonderful opportunity for socializing, networking, and I-O *psychologizing*.

What's the difference among various SIOP session formats?

Symposium. Participants present papers on a related theme.

Panel Discussion. A moderator asks questions of panelists ensuring all panelists have an opportunity to present their views. Panelist-audience interaction is encouraged.

Roundtable Discussion. One to two experts on a topic serve as hosts for a table. Attendees seek help with issues/problems related to the topic, learn about the latest developments in an area, and increase networks.

Poster Presentation. Session involving a large number of individual papers, presented on display boards and discussed one-on-one with attendees. Posters within a single session typically focus on some common theme.

Master Tutorial. Expert presenters provide current information or educate the audience about a topic.

Practitioner Forum. Practitioners discuss challenges faced in the workplace along with innovative I-O based solutions. Audience involvement is encouraged.

[1] Yes, you read correctly. If last year's response was any indication, this year will see a return of the Saturday Night Dessert Reception

Debate. Presents two opposing views on a topic. Arguments are presented and rebuttals heard.

Conversation Hour. An informal discussion among one or two experts and the audience, addressing a particular topic.

In what ways can students participate?

For starters, you've read about participation in the doctoral consortium. Furthermore, students can: present papers, take advantage of job placement services, and join in the athletic and social events. Conference Volunteer work provides an additional opportunity for student participation. Student Conference Volunteers perform a variety of functions such as helping out with Conference registration or job placement services, directing folks to meeting rooms, and handling various last-minute details. Along with getting the opportunity to meet other students, and lots of well-known I-O types, Conference Volunteers will get their registration fees refunded!

At what point in my graduate school career should I start attending SIOP Conferences?

ASAP![2] Whether it's your first year in grad school or your nth year (some of us don't like to disclose exactly how long we've been hanging around), you'll be overwhelmed perhaps, dazzled probably, inspired most definitely. You'll leave with more motivation than ever before—to finish that paper, data collection, thesis, or dissertation you've been working on.

By attending SIOP, newer grad students often broaden their perspectives on the field. Not just in terms of content areas addressed by I-O, but also in terms of what it's like to be an I-O psychologist, and to identify with the profession. More seasoned students can take advantage of the SIOP Conference experience to develop research partnerships, extend networks, and even find a job. So, at whatever point you find yourself, SIOP offers unique opportunities to enhance your professional training and growth.

TIPs for Balancing Life and Graduate School

In the October 1997 issue of TIP-TOPics, we emphasized the importance of social support, especially when trying to maintain a healthy balance between work and life. If you're looking to broaden your *cyber* support network, consider an on-line chat with your I-O colleagues at http://www.dept.usm.edu/~psy/io/forum.htm. This web site, maintained by Mike Fetzer from the University of Southern Mississippi, provides a forum for I-O graduate students world wide. Heck, we've even noticed that a few handy

[2] If you can afford it, that is. Travel often consumes a sizable chunk of the shoestring budget that most of us are living on However, the SIOP pilgrimage usually results in money well spent

TIPs for Balance have crept their way into the on-line forum discussions. For instance, one recent forum posting emphasized the importance of maintaining an outlet that is totally unrelated to graduate school. Whether this outlet entails sports, cooking, music, or another activity, it provides a necessary break from the world of academics and I-O, and it often enables students to maintain or regain perspective and balance in their lives.

If you have any questions or comments regarding this issue, you can contact the editors via the options presented below.

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The Real World: The Political Polling Process: Surveys Run Amok?

Janine Waclawski
W. Warner Burke Associates, Inc.

Happy New Year! Welcome to the anti-penultimate year of the 20th century. Before I launch into my rant-*du-jour*, I just want to wish the readers a happy holiday season. Hopefully, you are relaxing somewhere, enjoying some time off and leisurely reading through *TIP*. For any of you who still engage in the age-old, self-delusional habit of making a New Year's resolution, good luck! Personally, I gave 'em up years ago. I decided I don't need any more self-imposed failures in my life, thank you very much.

It's the End of the World as We Know It. But I Feel Fine

Not really, but I wanted to use that line from an R.E.M. song somewhere in this column. So sue me! But enough of my feckless ramblings and misguided holiday cheer, let's get down to business. These days the nation's interest in the nature of the relationship between our president Bill Clinton and former White House intern Monica Lewinsky has really put survey techniques (in the form of public opinion polls) in the limelight. It seems that it is nearly impossible to turn on the TV news without being shown the results of the latest poll regarding the public's opinion of the president. For example, is he trustworthy, did he lie during his grand jury testimony, did he lie to the American people, is he more or less trustworthy than Ken Starr, should Hillary leave him, is he competent to hold office, and should we impeach him—just to name a few. In fact, the shear volume of questions being put to the public on this subject is mind-boggling (at least it boggles my feeble mind).

This, like a lot of things in life, puzzles me. Why is it that most of the time no one seems to care about my individual opinion on anything, but, as part of the collective, my opinion on Bill and Hillary's marriage is a newsworthy item? Maybe it has something to do with me personally, but I tend to doubt it. The newsworthiness of such items is even more puzzling when you consider the way polls are conducted and reported. In fact, exceedingly small numbers of individuals are chosen to represent the entire populace of the United States, which is currently hovering somewhere around 250 million people and counting.

For example, according to many of the public opinion polls I've read recently, 1,006 seems to be the magic number. Specifically, many nationwide polls (which are discussed below) sample approximately 1,000 people to represent 250 million! This represents a sample size of about .0004%. This is astoundingly small. Nevertheless, in general, political polls (save the infamous predicted triumph of Tom Dewey over Harry Truman in the 1948 presidential election) are uncannily accurate. Can you imagine going to a

client organization that consists of 250,000 employees and telling them you can accurately survey their company based on a sample of 1 person? Unless, unlike Bill Clinton, you recently did inhale, you probably can't imagine it. Of course, as always I am exaggerating a bit to make my point. As we all know, there are established parameters for determining the appropriate sample size for a given population, but the fact remains that the samples used for opinion polls are much smaller than anything we use in I-O.

So by now you have probably sussed out my rant for this issue of *TIP*. Yes, you guessed it—surveys (of course this wouldn't be too difficult as surveys are mentioned in the title)! Not that I have anything against surveys, in fact some of my best friends are survey practitioners (including myself). However, the recent rash of public opinion polls seems excessive even to me. Which, by the way, to my way of thinking is just another indication of our nation's propensity to do everything to death. It seems that whenever we find something we like (e.g., TV, fast food, celebrities, exercise, etc.) we overindulge in it. How else could our country have one of the highest rates of obesity and anorexia at the same time? Let's face it, we can be a bit extreme. It seems to me that as a group, we will beat a horse to death, beat the dead horse, and then take a poll about it! But as always, I digress.

Back to the topic at hand, recently while poking around on the internet I located an interesting site called "www.PollingReport.com important trends in public opinion." This site gives the user frequent updates on a myriad of polls conducted by the media to assess public opinion. News services and pollsters such as ABC News, CBS News, CNN, Gallup, NBC, Pew, and Zogby are all canvassed and posted on this site on a semi-daily basis. The topics on this site range from the political, with ratings of the Clinton scandals and investigations and political figures like Hillary Clinton, Monica Lewinsky, and Ken Starr, to economic issues such as ratings of consumer confidence and our country's economic outlook, to opinions on pop culture with ratings on sporting events, celebrities, and Viagra. Some of these polls are intriguing; others are simply funny. On the intriguing side, this widespread solicitation of public opinion makes me wonder whether excessive polling like this trivializes important information. For example, are these polls sending messages that equate the importance of public opinion about the use of Viagra to that of impeaching the president? Probably not, but it's a little disconcerting nevertheless. This also makes me wonder about all of the organizational surveys being conducted. Do the end users think they are being surveyed too much? Do the questions asked on organizational surveys aggrandize certain issues and trivialize others? For example, do they send messages that equate the importance of, let's say, leadership practices and job security to that of office cleanliness? Maybe, maybe not. It's something to think about anyway.

The Age of Paradox

I guess I have always had a love/hate relationship with surveys. One the one hand, they are informative, a great way to collect a lot of data in a short time period, fun and challenging to create and analyze, and allow me to help my clients change for the better. One the other hand, working on a survey requires that I use my brain. This can be difficult. Like most people, I often don't like to use my brain. It's hard work. Seriously, though, while surveys are relatively user-friendly for the recipient, they are often fraught with complexities for the survey practitioner. I have a lot of time to think about things like this. In my current job, I spend about one-third of my time on survey work (developing, analyzing, and presenting survey findings). I also teach a course that is focused in large part on organizational surveys and just recently co-authored my first book, Designing and Using Organizational Surveys, with **Allan H. Church** (1998). So, I guess you could say I'm a bit of a masochist (as well as a shameless self-promoter). Yes, life truly is an enigma to me. It's so full of extremes. Although I would consider myself to be generally even-keeled in nature, certain things just get under my skin and drive me crazy. Surveys fall into this category.

This reminds me of one of my early I-O related job experiences. I was working as a personnel research intern analyzing survey data for a large high-tech corporation. I can clearly remember one of the first meetings I attended on the job. I was sitting in on an internal presentation of the company's annual survey results. It was pretty standard fare except for one item in particular that I thought was a scream. The survey question was "Are we over surveying"? Although the question certainly is a valid one, it seemed very ironic to me at the time. Looking back on it, it seems less funny. What it highlights to me now is the tremendous amount of response burden that most people in organizations have to deal with. In addition to just doing their work, they have to participate in all sorts of activities based on survey methodology, such as performance appraisals, customer satisfaction surveys, upward appraisals, employee opinion surveys, and on and on. Of course the most recent addition to this list is multi-rater (a.k.a. 360-degree) feedback, which I affectionately call a "survey for one." So not only does the survey practitioner need to concern himself or herself with the content of the survey and its psychometric properties, but he or she also needs to be sensitive to other organizational initiatives that compete for the attention of the potential survey respondent.

So given these complexities, why are surveys so popular? Many factors have helped to secure and increase the acceptance and use of employee surveys. One example is the emergence of consortiums like the Mayflower Group, a cadre of blue-chip companies that exchange selected items from their annual employee survey data with one another. Just to give you a feeling for how much growth has occurred in organizational survey use in the past 20-odd years, the Mayflower Group was founded in 1971 with only

15 charter members. By 1996, membership was up to 42 companies (Johnson, 1996). For obvious reasons, elite groups such as these by their very existence serve to validate the importance of the survey effort. The logic being that if IBM, Xerox, and Merck are doing it, so should we. Another reason surveys are so popular is that they are relatively easy to administer and allow the surveyor to reach a large number of people quickly. Surveys can be conducted in person, by mail, by phone, by fax, and by e-mail, just to name a few. This makes them among other things one of the more user-friendly and pervasive methods for collecting data. Yet another reason surveys are so popular (and this is only my opinion) is because in general they are nonthreatening to the lay person and make the individual participating feel important. So while surveys may be tricky for the practitioner, when done right they are relatively simple and unobtrusive for the recipient. Yes, indeed, surveys are a very important and well-used instrument in the I-O psychologist's toolkit.

Therefore, aside from my own existential angst about all of this, why should we as a field be concerned about the future of surveys? That fact is that surveys are a mainstay of I-O psychology and their use is on the rise. Recent studies indicate that more than half of U.S. companies are using employee surveys (Kraut, 1996). Moreover, some researchers contend this number is higher than 70% (Paul & Bracken, 1995). However, despite or perhaps because of their popularity, research also indicates that survey nonresponse may be on the rise as well (Rogelberg & Luong, 1998; Schwarz, Groves, & Schuman, 1998). So while surveys are being used more and more, people may be responding less and less. If this is indeed the case, this is not good. Therefore, I thought it might be important to think about how surveys are perceived by their end users (i.e., subjects and/or clients). Although public opinion polls differ in many ways from organizational surveys, they do employ the same method of inquiry. This makes me wonder if there is any crossover between the two. Specifically, do these polls and their seemingly incessant intrusion into our everyday lives impact the perceived validity and usefulness of organizational surveys? With this in mind I asked several survey practitioners the following questions:

1. As an I-O practitioner, what is your reaction to this application of survey methods?

2 Do you think the extensive use of public opinion polls by the media (vis-à-vis recent political events) downgrades, enhances, or has no impact on the general public's view of the usefulness and credibility of survey methods? Why?

3. To what extent do public opinion polls shape rather than measure opinions (from deciding political futures to keeping issues that might otherwise fade in the forefront)?

4. Likewise, to what extent do organizational surveys shape rather than measure opinions?

5. What, if anything, can we learn about the conduct of surveys from these types of polling processes?

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Subj:
Re: comments for tip column on organizational surveys
Date: 98-10-31 08:22:25 EST
From: edwards2@erols.com (Jack Edwards)
To: j9151@aol.com

At their best, findings from political and consumer polls offer a productive means for gauging and documenting events and concerns. Such findings tell us about others and ourselves (e.g., how much we are similar or different). At their worst, findings from polls may be used to mislead us. Among other things, our reactions to poll findings are related to the salience of the information addressed in a poll. What is important for some may be trivial to others.

Your question about the relative importance of possible impeachment and Viagra can be used to illustrate this point. Apolitical people could view possible impeachment as unimportant because they don't perceive that it affects their everyday lives. Others could consider this to be one of the most serious concerns in decades. The amount of Viagra sold suggests that its effectiveness is exceedingly important to a large number of individuals. Others might see Viagra as very important for a different reason—a question of whether or not insurance companies should pay for contraceptives if they pay for Viagra. Conversely, Viagra may be seen as a trivial issue for those who have not experienced the problems addressed by this drug or do not perceive a gender-based inequity in the products and services covered by medical insurance policies.

In sum, the expense of conducting a well-designed poll suggests that the issues covered in it are important to someone. Although the findings from particular polls may not be salient to us, others may view the findings as being of paramount importance. Our job as polling and survey professionals is to create even-handed questions, procedures, and analyses to address societal and/or organizational concerns fairly.

In general, I think the extensive use of polling is having a negative effect on the usefulness of such polls One manifestation of this negative impact might be found in survey response rates. Kalton (1988) noted that "there has been considerable concern that the rate of total nonresponse has been increasing in recent years" (p. 116). More recently, achieving a representative sample has

been made all the more difficult by the widespread use of answering machines to screen calls from pollsters. Increasing growth in the polling industry may result in killing the goose that laid the golden survey egg. Without representative samples, the usefulness and the credibility of survey findings come into question.

In conducting focus groups to pretest organizational surveys, very few of the hundreds of participants that I have interviewed have mentioned anything regarding public opinion polls. At the same time, some focus group participants have complained about getting too many surveys from the organization. It is probably a good time for organizations to step back and re-evaluate what information really needs to be gathered with surveys.

Public opinion polls are used to both measure and shape opinions. The number of polls being conducted, the groups commissioning the polls, the reasons for conducting polls, and other factors make it is impossible to estimate the percentage of polls conducted for one or the other purpose. I might conclude that a poll provides an objective measure of opinions, whereas others might label it as an obvious attempt to shape attitudes or behaviors. Often, the perceived purpose of a poll and its accuracy are in the eye of the beholder.

A minor change in question wording can shape a finding and consciously or unconsciously give an issue a positive or negative spin. Kagay and Elder (1992) described a survey that asked if the U.S. was spending too much, too little, or about the right amount of money on "assistance to the poor." About two thirds said that too little was being spent. When "welfare" was used in place of "assistance to the poor," about half the respondents said that too much was being spent on welfare.

I'd like to think that the primary purpose of organizational surveys is to provide accurate measures of members' opinions, values, needs, and so forth. If this goal is accomplished and members can see positive actions tied to survey findings, the behaviors and opinions of organization members can be shaped in hopefully good ways. For example, members might come to believe that their opinions are important to the organization. In turn, this could result in more open communications. Other people may cite less benign uses of organizational surveys. An organization may use biased questions or present only those findings that support its views in an attempt to slant or shape members' views of the workplace.

Public polling researchers (e.g., the American Association of Public Opinion Researchers—AAPOR) have produced a wealth of high-quality research. Some (e.g., sampling and question wording) offer I-O practitioners and researchers valuable insights for improving organizational surveys. At the same time, other polling

practices might be very disruptive to an organization. For example, the polling practice of providing monetary rewards to increase survey response rates might establish unrealistic expectations if such rewards were used in an organization.

Jack Edwards
Defense Manpower Data Center

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Subj: Re: Comments for *TIP* Column on Organizational Surveys
Date: 98–11–03 20:52:06 EST
From: sweiner@us.ibm.com (Sara Weiner)
To: J9151@aol.com

Hi Janine, and thanks for inviting me to comment. I shared your questions with my colleagues and we had a good discussion at one of our I-O staff meetings!

Both public opinion polling and organizational surveying have become excessive in recent years. We've become very information hungry and numbers needy! However, surveys often lead to discussions in the workplace as well as in the public forum, which is a powerful and positive result.

Poor-quality polling certainly affects the perceived credibility of all polls and surveys. Sometimes questions are contrived and leading; sometimes sampling methods are not explained and therefore are open to skepticism (for example, without extensive explanations it certainly is difficult to conceive that 500 people could be representative of all voting-age adults in the U.S.). If more information were shared about sound methods, the credibility could be enhanced.

Many politicians have stated that they learn about the needs of their constituencies by reviewing polls. In this way, polls certainly contribute to shaping policy.

I am going to answer a slightly different question than you asked! There is often a debate in our field about whether to use surveys as communication vehicles. I don't think there is any question that surveys CAN be used to communicate; however, they are certainly not as effective as other mediums (e.g., memos, policy statements) for communicating things like policy or cultural changes. The primary purpose of an organizational survey is to measure opinion, and due to the possibility of misinterpretation of intended messages they are NOT a reliable means for shaping opinion.

There are several things poor polling procedures have taught us in organizations. First, we need to distinguish surveys grounded in sound design from those that have questionable quality. Then we

need to communicate clear and simple information about the reliability of the sample (credibility). Reducing the overall number of surveys so that important ones get the attention they deserve (higher response rates) is also required. We also need to monitor the quality of surveys going to employees so poorly designed questions and surveys do not taint the perception of all surveys (integrity). Finally, we must let employees know how the results are used (investment of employees' time is then viewed as worth the effort).

Sara P. Weiner
Global Employee Research, IBM

Subj: Re: Comments for *TIP* Column on Organizational Surveys
Date: 98-10-30 15:52:54 EST
From: kkuhnert@arches.uga.edu (Dr. Karl Kuhnert)
To: J9151@aol.com

Janine, thanks. Your questions were really provocative.

Although political opinion and organizational surveys share a common methodology, I see them as quite different in major respects. First, organizational surveys offer employees a chance to react to matters important to their daily work life. Issues of pay fairness, working conditions, and job satisfaction directly affect the lives of those completing an organizational survey. Opinion surveys, on the other hand, do not always ask questions that are relevant to the daily life of the public. In addition, an organizational survey has a defined purpose and specified population of respondents. It is rarely made clear in opinion surveys who completed the survey, the sampling technique used, the purpose, or how opinion data will be used.

The potential loss of credibility for organizational surveys is real. I am not sure when this happened, but political polling is now very politicized. A few years ago, while watching C-SPAN, I saw Republican and Democratic pollsters tearing into each other with results from their own polling services. We have known that the way a question is phrased determines how people will respond. What is new, however, is the fine art—if you can call it that—of phrasing questions and getting polling data to justify a political position. I guess if we can have advocate journalism, we can have advocate pollsters, too. The real danger to I-O psychologists is if employees and managers believe we can "spin" survey questions to get the answer we want. Such beliefs threaten our credibility along with confidence in the survey/feedback process.

The fact is public opinion polls are used to shape opinions. Organizations from the Broccoli Growers of North America to the NRA are actively engaged in influencing public perceptions. Opinion polls shape opinions because they are, for the most part, scientifically conducted and appear objective. In addition, poll results are graphically represented, which make them easily accessible and interpretable. For example, listen to the talk around the office water-cooler and see how many people use polling data to construct their arguments. This is all you need to know about how polling data shapes opinion.

Organizational surveys shape opinion in two fundamental ways. First, the survey dimensions and questions inform people what is important about their organization. The old maxim of "what gets measured is what gets done" applies here. Second, survey results shape opinions by confirming what organizational members think they already know about their company. When opinions are validated, organizations gain the confidence and commitment to try out new ideas and behaviors.

Without a plan to feedback and use data, organizational surveys run the risk of becoming a less meaningful, less relevant, less important organizational development tool. The biggest risk to organizational surveys is that they become opinion polls where people do not invest in their responses and do not know, or care much, how their input is used.

Karl Kuhnert
University of Georgia

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So, what is the moral of this story? I guess I would have to quote that well-known philosopher Forest Gump (or rather his mother) and say "Stupid is as stupid does." If well-constructed and parsimoniously used, polls and surveys can provide us with a wealth of valuable information (as Jack said). However, if they are ill-conceived and overused, it is not likely that they will provide us with anything worth having. So much for trying to reduce my survey-related angst.

Off the record, on the QT and very hush, hush.

Well, not exactly, but I just wanted to use that line from *L.A. Confidential* somewhere in this column. So sue me! Anyway, following are some "on the record" survey results I want to share with you from www.PollingReport.com. As always, I'll surprise and delight you with my running commentary (see some things never change, not even for New Year's—not even if they should)!

Our first entry comes from a survey on customer loyalty. I figured I would start with the straightforward, I-O relevant example first and then work my way into the weird and poorly constructed ones later.

EXAMPLE 1 Source: Shell Oil Company Shell Poll conducted by Peter D. Hart Research Associates July 17–20 1998 *N*=1,123 adults nationwide

"In general, how loyal do you think companies are to their employees today? And, in general, how loyal do you think employees are to their companies today?"

	Company loyalty to employees %	Employee loyalty to companies %
Very loyal	4	7
Fairly loyal	20	27
Just somewhat loyal	37	42
Not too loyal	38	23
Not sure	1	1

What is interesting about this item is the finding that most people surveyed think that employees are more loyal to companies than companies are to employees. Of course we don't know if this difference is significant but it seems to be a trend. The question I have is what do we mean by "companies?" This may be semantic quibbling, but a company per se is an inanimate object and therefore cannot be loyal to anyone or anything. So what exactly is being measured here—who or what are "companies"? Is this question trying to assess the loyalty of senior leadership to lower level employees or employee loyalty to each other?

EXAMPLE 2 Source: ABC News/Washington Post Poll

"Based on what you know, do you think Congress should or should not impeach Clinton and remove him from office?"

	9/25–28/98 %	9/21/98 %	9/14/98 %
Should	31	41	38
Should Not	66	57	59
No Opinion	3	2	3

This item, while informative, undoubtedly polarizes people's responses. According to this question there are only two possible options for Congress:

(1) let the president stay in office or (2) impeach and remove the president from office. What about an option for public censure or reprimand?

EXAMPLE 3 Source: CNN/*Time* Poll conducted by Yankelovich Partners. September 23–24, 1998 *N*=1,019 adults nationwide.

"Do you have more confidence in President Clinton or in the Republicans in Congress to deal with the major issues facing the country today?"

	ALL %	Republican %	Independent %	Democrat %
Clinton	53	17	52	83
Rep. in Congress	35	73	34	11
Both Equally	3	5	1	2
Neither	4	2	7	2
Not Sure	5	3	6	2

This item is a real winner. Do I have more confidence in the president than in which Republicans (Newt Gingrich, John McCain, Jessie Helms, Al D'Amato) and on what major issues (education, welfare reform, the economy, foreign affairs)? This item has more barrels than a beer hall in Munich. Moreover, I doubt most people can identify all the Republicans in Congress. I know I can't. Finally, in terms of item construction, the response options do not match the item stem. How can a person have more confidence in "President Clinton or in the Republicans in Congress" both equally?

EXAMPLE 4 Source: Associated Press Poll conducted by ICR. Aug. 23–30, 1998. *N*=1,006 adults nationwide.

"In your view, which one statement best represents the biggest problem with Major League Baseball?"

	%
Players make too much money	44
Costs too much to attend a game	25
Games are too long	20
Don't know/refused	10

Objection, your honor—leading the witness! Who says there is anything at all wrong with Major League Baseball? These pollsters, I guess. Talk about a leading question. If prompted in this way, who wouldn't say the players make too much? I'm surprised the percentage isn't larger.

Finally, here's an item to thoroughly depress you (unless you are a workaholic and love it). According to the annual Harris Poll on work trends,

Americans in 1998 reported working 49.9 hours per week. This is 9 hours more per week than in 1973 when the average American reported working 40.6 hours per week. Bellbottoms aside, I guess the 1970s weren't so bad after all! Again, we don't know if the same people were surveyed over the past 15 years (and I doubt they were) but the findings are interesting none the less.

Other topics include global warming, wifely submission, the death of Princess Diana, the Kennedy assassination, the accuracy of the news, whether newscasters are reporters or actors, and on an on. One of my personal favorites asked people to rate on a scale of 1 to 4 the credibility of various newspeople. The results indicated that the person with the most credibility was Peter Jennings—35% of the people surveyed said they believed all or most of what he says. The person with the least credibility was Geraldo Rivera-only 8% of the people surveyed said that they believed all or most of what he says. Looking at the difference between the two (27%), Peter Jennings isn't doing all that well!

As always, I would like to thank my contributors Jack Edwards, Sara Weiner, and Karl Kuhnert for providing their thoughtful comments. I would also like to thank AHC for his on going feedback. As always, please feel free to contact me either by e-mail at J9151@aol.com or at W. Warner Burke Associates, Inc., 201 Wolfs Lane, Pelham, NY 10803, tel. (914) 738–0080, fax (914) 738–1059.

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International Forum

Dirk D. Steiner
Université de Nice—Sophia Antipolis

In this issue, the International Forum of *TIP* stays close to SIOP's home and provides a glimpse of our field in Canada. **Lorne Sulsky**, Canadian citizen, faculty member at the University of Calgary, and chair of the Canadian Society for Industrial and Organizational Psychology, introduces us to the activities of our northern colleagues. For your comments and suggestions concerning this column, contact me at: **Dirk Steiner**; Département de Psychologie; Pôle Universitaire St. Jean d'Angely; 24, Avenue des Diables Bleus; 06357 Nice Cedex 4; France. Email: steiner@unice.fr. Phone: (33) 492–00–11–91. Fax: (33) 492–00–12–97.

I-O Psychology in Canada: Introducing SIOP members to the *Canadian Society for Industrial and Organizational Psychology* (CSIOP)

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Fellow SIOP members; let me begin with a pop quiz: How many I-O academics can you identify who are currently housed in Canadian academic institutions? I would invite you to consider some of the contributing authors for a recent special issue of *Canadian Psychology* (Vol.29; Feb.–May 1998) (published by the Canadian Psychological Association) devoted to I-O Psychology and emerging needs of the Canadian workplace. A number of Canadian I-O academicians contributed papers for the special issue. Here is a listing of the contributors and the topics they considered:

- **Steve Cronshaw** (Job Analysis)
- **Gary Latham** and **Christina Sue-Chan** (Personnel Selection)
- Robert Haccoun and **Alan Saks** (Training)
- Kevin Kelloway, **Julian Barling**, and **Steve Harvey** (Unions)
- **John Meyer**, **Natalie Allen**, and **Laryssa Topolnytsky** (Commitment)
- Rabindra Kanungo (Leadership)
- Naresh Agarwal (Reward Systems)
- Susan Kichuk and **Willi Wiesner** (Work Teams)
- **Vishwanath Baba**, Muhammad Jamal, and **Lisa Tourigny** (Work and Mental Health)
- **Lorne Sulsky** and Janine Keown (Performance Appraisal)
- Theresa **Kline** and **Patricia Rowe** (I-O Graduate Training)

- Marjorie Armstrong-Stassen (Alternative Work Arrangements)
- Laura Methot and Kim Phillips-Grant (Technological Advances from an I-O Perspective)

The special issue was guest-edited by **Rick Hackett** and Theresa Kline, and includes some interesting and thought-provoking individual commentaries provided by **Gary Johns** and Marc Berwald, respectively. The organizing theme for all the papers is the changing nature of work within Canada and the implications of these changes for I-O science and practice. Certainly, the ideas/issues presented easily generalize to the American scene as well. You can order a copy of the issue by contacting Ann Marie Plante, e-mail: aplante@cpa.ca, or tel: (613) 237-2144, ext. 28. The cost of the special issue is $20.00.

From the list of contributors, it is evident that I-O Psychology is "alive and well" in Canadian academia. As in the U.S., some Canadian I-O academics are housed in psychology departments with Ph.D. or Master's-level I-O graduate programs (e.g., University of Western Ontario, University of Waterloo, University of Guelph, University of Calgary, Saint Mary's University) while others work in management school settings (e.g., McGill University, Concordia University, University of Toronto, Queen's University, McMaster University). In addition, the I-O section of the Canadian Psychological Association (CPA)—The Canadian Society for Industrial and Organizational Psychology (CSIOP) organizes and holds a conference program each year as part of the annual CPA conference. Unlike SIOP, we are simply not large enough to hold our own conference! Nonetheless, the program is always an exciting one, including a workshop, symposia, an invited speaker, posters, and, of course, the social hour!

This year, I have the honor of serving as Chair of CSIOP. One of CSIOP's primary goals is to explore and enhance the visibility of I-O psychology in both the Canadian academic and business communities. For example, we will be embarking upon a study exploring the exposure of I-O psychology within undergraduate psychology curricula across Canadian universities. In addition, we are exploring ways of educating the public at large regarding what I-O psychology is all about and how I-O research/practice can provide meaningful assistance to both public and private organizations and their employees. Please feel free to contact me (lmsulsky@ucalgary.ca) if you would like to know more about the activities of CSIOP. You might also check out our web page at http://yoda.sscl.uwo.ca/psychology/csiop.

In closing, I see a bright and vibrant future for I-O psychology within Canada. The special issue I briefly described above is just one illustration that we are moving in the right direction—to increase our visibility and impact in both the academy and in the world of work.

Informed Decisions: Research-Based Practice Notes

Steven G. Rogelberg
Bowling Green State University

The World Wide Web (WWW), in time, may dramatically alter how we as scientists/practitioners survey, train, recruit, select, and disseminate information to employees. To effectively use the WWW for these work-related purposes, a number of methodological concerns and issues must be broached. To that end, I have asked **Jeff Stanton** to author this quarter's Informed Decisions column. Jeff very effectively addresses practical considerations and constraints when using the WWW for personnel recruiting and selection. If you have any comments/questions concerning Jeff's column please contact him at stanton@bgnet.bgsu.edu. If you have any ideas for future columns or would like to propose authoring a column, please contact me at rogelbe@bgnet.bgsu.edu.

Validity and Related Issues in Web-Based Hiring

Jeffrey M. Stanton
Bowling Green State University

An examination of the human resources trade literature indicates that the World Wide Web (WWW) has found burgeoning application to the tasks and problems of personnel recruiting and selection (Bell & Sutton, 1998; Greengard, 1998; Mottl, 1998). Market research projections predict that an overwhelming majority of medium and large U.S. organizations will utilize web-based recruiting by 2002 (Hodges & Rodgers, 1998). Optimistic promotional materials claim that the Internet provides methods to cut costs and increase the efficiency of the entire hiring process. Minimal research has been conducted, however, on the validity and utility of using the Internet for hiring tasks.

The options for online recruitment and selection methods have escalated with every new quarter. Electronic employment bulletin boards provide a medium for widely distributing both job advertisements and resumes. Robotic web crawlers use keyword matching and network search algorithms to track down eligible resumes (Oullette, 1998). Automated resume handling systems collect resume text, sort and categorize applicants, and send out their own acknowledgement letters (Meade, 1998). Turnkey software packages for managing the whole hiring process over the WWW integrate some or all of these functions and add applicant testing to the mix (see Appendix). Each of these techniques performs one or more of the typical functions of recruiting and selection: locating and attracting job seekers, screening job seekers prior to other selection hurdles, and selection testing.

Several important issues arise in using the Internet for selection purposes. Each of these issues impinges upon practitioners' choices of whether and

how to use the Internet for selection. In keeping with the mission of this column, I will discuss the methodological implications of each issue: data collection needs, practical design advice, and avoidable pitfalls. First, because of the demographic skew among Internet users, Internet-based hiring efforts could raise substantial applicant flow problems. Second, the use of web-based interviewing, screening, or testing techniques requires at least the same degree of careful validation that more traditional selection techniques entail. A closely related concern is that the uncontrolled nature of WWW interactions may create substantial opportunities for faking and cheating. Finally, the collection of personnel information such as test scores and biographical data over the Internet raises some security and personal privacy concerns that need to be addressed.

This article provides a brief, I-O driven overview of each issue. In each case, I attempt to reference the available research that can inform intelligent practice. Although the WWW itself is a new development, prior research on computer-based testing, faking, web user demographics, and privacy can provide at least a few insights into the present situation. This review will also reveal that considerable additional research needs to be accomplished.

Unequal Employment Opportunity on the Web

Efforts to ensure equal employment opportunity for protected classes of applicants may become more difficult when using web-based recruiting and selection strategies. The situation has gradually improved, but the demographics of Internet users are still substantially skewed. On-line Internet usage surveys (see Appendix) converge on the findings that WWW users in the U.S. are mainly white, male, and younger than 40. Although opponents of affirmative action have dismantled legislation in some states, many organizations still have affirmative action plans that depend upon attracting sufficient proportions of minority and female candidates. These plans may become more difficult to fulfill using a web-based recruiting strategy because the proportion of protected class job seekers that become applicants may diminish as web-based recruiting enlarges the total pool.

Recent research (Foderaro, 1998) also suggests that applicants in certain job markets, such as K–12 teachers, infrequently consider the WWW as a useful tool for the job search. In all likelihood, this finding crosses over to any job market where computer usage and computer skills are relatively peripheral. My efforts to sample the most frequent categories of job listings from one job search web site uncovered 2,947 job listings over a 10-day period. The same source provided 15,118 categorized resumes posted during a 120-day period. Table 1 shows percentages by category and clearly indicates the predominance of computer programming and engineering jobs for both job listings and resume postings. This evidence suggests that, at the present time, web-based recruiting may be appropriate only for a limited set

of positions. Not coincidentally, these positions correspond strongly with the regular use of computers on the job.

Table 1: WWW Job Listing and Resume Percentages by Category

Category	Percent of listings	Percent of resumes
Data Processing/Programming	47.3	19.7
Engineering	17.2	11.1
Sales/Marketing/Advertising	9.2	11.5
Technical (not programming)	9.1	9.6
Clerical	4.1	4.2
Management	3.3	12.0
Accounting	2.6	4.3
Telecommunications	2.1	2.6
Financial	1.5	3.3
Medical	1.2	2.1
Other	2.5	19.6

Source: http://www.careershop.com

The demographic skew and the technical/computer bent of the on-line job market interact to worsen the EEO picture. Minorities and women are underrepresented in highly technical fields *and* underrepresented in the pool of Internet users. If affirmative action plans are an organizational priority, then human resource practitioners must plan carefully for how the use of web-based recruiting will change the applicant mix. The methodological implications are straightforward: The organization's human resources webmaster should try to ensure that specialty sites for minority and women job seekers have links leading to the organization's hiring site. In addition, the hiring web site should include a voluntary affirmative action survey, so that HR can track who views the site, who seeks additional information, and who actually applied using on-line techniques. Finally, organizations should avoid using the web as the sole medium for recruiting.

On-Line Validity

Assuming one has solved the applicant flow problem, the next link in the on-line hiring chain becomes screening and/or testing applicants. McBride (1998) provides an excellent and brief introduction to computerized selection testing which, though it does not mention the WWW, maps neatly onto this domain. McBride identifies two major applications of computers to selection testing: computer conversions of printed tests and tests developed specifically for computer administration. In the former category, organizations such as Procter and Gamble have experimented with cognitive tests, personality tests, and biographical inventories implemented on computers. In the

latter category, organizations such as Ford Motor Company have developed computerized test batteries that tap psychomotor abilities, situational judgment skills, troubleshooting ability, and numerous other unique domains of human performance. Both categories of testing can be implemented for WWW usage, and the proliferation of software companies offering such products indicates that organizations are beginning to do so.

In general, the problems encountered by creators of computerized tests become exacerbated by implementation on the WWW. I will discuss why this is so in reference to the following three issues. For personality, honesty, and biographical data testing, faking has always been a matter of concern (e.g., Zickar, 1997). Whether driven by social desirability bias, or other motives, faking may become a larger problem when applicants complete an inventory on the WWW. For cognitive testing, the difficulty of converting paper and pencil instruments to computerized formats is compounded by item and test security problems. Finally, while new tests developed specifically for computer delivery have perhaps the greatest promise for web-based usage, one must carefully weigh the costs of development of such tests.

Faking by Browser

My recent research on WWW responses to attitudinal measures provides encouraging results about the factor equivalence of web-based psychological measures (Stanton, 1998). At present, however, this research has not been extended to web-based cognitive or personality tests. Thus, I instead examine prior research on the equivalence of computer-based measures. For example, some research evidence suggests that administration medium does not adversely affect the measurement equivalence of personality measures (King & Miles, 1995). This optimism is tempered, however, by other research that indicates that responses to computer-based assessments can vary depending upon respondents' beliefs about anonymity (e.g., Kantor, 1991).

Respondents usually control the time and place of (self) administration of web-based materials. This control may provide a psychological sense of anonymity. Most respondents presumably understand, however, that assessments completed for selection purposes are identifiable. This contrast is reflected in available research on administration mode and degree of socially desirable responding. Although some research found a lower degree of socially desirable responding on computer-based assessments (e.g., Kiesler & Sproull, 1986), Lautenschlager and Flaherty (1990) found that computer-based administration of personality assessments resulted in a greater degree of socially desirable responding than paper and pencil assessments. Specifically, their results suggested that respondents increased their efforts at impression management when responding by computer. Research by Allred (1986) also documented higher impression management in computer versus paper and pencil administration of a personality measure.

These results suggest that faking on web-based, noncognitive tests may have an effect on scores. At least four methodological implications for practitioners arise from this supposition. First, when converting a paper and pencil inventory to the web, confirm the validity of the instrument in the new administration mode with additional research. Second, validate such web-based, noncognitive selection tests on motivated respondents (i.e., actual applicants who have a stake in the results and thus strong motivation for impression management). This point argues against a purely concurrent strategy. Third, choose items based on response transparency: for example, choose items that do not have obvious best answers. Empirical keying against good performance criteria may help support this effort (because high faking can suppress the predictive power of an item). Fourth, use such tests for selection of individuals for whom impression management skills may be a desirable attribute (e.g., sales personnel; see Hogan, 1988). Utilizing some or all of these approaches apparently has the potential to provide valid and useful noncognitive tests. Reports from the field suggest that validity coefficients between $r = .20$ and $r = .50$ can be achieved with web-based biographical data and noncognitive competency assessments (**N. J. Mondragon**, personal communication, October 27, 1998, see Appendix for AspenTree URL).

Ability or Computer Ability?

In the area of cognitive testing, Carretta and Ree (1993) reported distributional differences in test scores of pilot candidates who took either a paper and pencil or computerized version of a cognitive selection test. Scores had to be transformed to equate the two tests. Likewise, Kovac (1990) found that computer administration of a cognitive selection test slowed applicants down relative to those who took a paper version. Scoring differences have been found both on computerized test batteries that did not require typing proficiency (Kublinger, Formann, & Farkas, 1991) and on those that did require good typing skills (Cockrell, 1991). McBride (1998) underscores these issues with descriptions of the pitfalls of translating speeded tests into computerized formats.

These results also have methodological implications for practitioners. As previously stated, any existing cognitive test that is translated into a computer format should have its validity freshly documented in the new medium. Implementing speeded tests on the web is ill advised. Besides the technical problems documented by McBride (1998), the web also suffers from transmittal delays that make the delivery and timing of tests extra difficult. Thus, cognitive testing over the web should be limited to power tests, at least until software to carefully control remote test timing becomes both cheap and sophisticated. Finally, even when a significant validity coefficient signals the utility of a web-based test, one should assume that norms and cutoff scores will require equating to paper and pencil versions of the same tests.

A Web of Lies

Concerns for validity and test equivalence, however, fail to capture the full complexity of web based applicant screening and testing. As I argued in Stanton (1998), administering psychological measurement instruments on the web provides one of the least controlled environments for responding. Unless web-based assessments are administered in controlled environments (e.g., walk-in centers, supervised kiosks, etc.), the applicant has a large degree of control over the administration of the test. This control raises the triple threat of applicant identification, cheating, and test security.

Applicant identification is a critical problem in web-based selection procedures. Research on cheating and plagiarism by college students suggests that a disturbingly high percentage of students have represented the work of others as their own (e.g., Hale, 1987). Insofar as many web-based hiring efforts are directed at recruiting and testing college students, this finding warns that the user of a web-based selection system may not be the actual job applicant. In a related vein, an applicant may have a coach nearby, informational materials pertaining to the test, or even a set of items gleaned from previous administrations of the test. With these advantages, a respondent could easily cheat on a cognitive test.

Each of these issues has methodological implications for practitioners. First, from a test security standpoint, cognitively oriented measures of aptitude and achievement simply cannot be freely published on the web. Instead, organizations must use an access control system (e.g., passwords for one time use), to help ensure that applicants do not preview test items. Likewise, specialized software for presentation of items (i.e., Java rather than HTML), can help to prevent printing or easy copying of test content. The use of adaptive testing may also help to maintain item security (Overton, Harms, Taylor, & Zickar, 1997). Finally, two approaches can be used for applicant identity verification (N. J. Mondragon, personal communication, October 27, 1998). First, prior to starting the test, the applicant should provide some pieces of verifiable personal data (perhaps a randomized list of specialized information such as mother's maiden name). Second, the test content should overlap to a certain extent with later face-to-face selection procedures.

Multimedia on the Web

Coovert (1995) discusses the impact of new technologies on office jobs and, at one point in his chapter, mentions the possibility of transforming everyday computer tasks into selection tools in the form of work sample tests. Coovert's discussion, along with McBride's (1998) chapter, highlight one of the areas of great potential for web-based selection: tests of psychomotor skills and other specialized skills and abilities that are difficult to tap in multiple choice format. Some organizations have already put advanced technol-

ogy to work in the form of video-based assessments (e.g., Dalessio, 1994; Smiderle, Perry, & Cronshaw, 1994). McHenry and Schmitt (1994) provide an excellent overview of some of these efforts along with recommendations. Implementing the same techniques on the WWW has the same pitfalls that McHenry and Schmitt highlight, plus the technology hurdles of reliably delivering suitable quality video and audio over the Internet. Software vendors have recently made substantial progress in overcoming these hurdles such that the incremental validity provided by multimedia selection techniques may soon be worth the programming costs of putting such assessments on the web.

Privacy and Security Considerations

No discussion of the Internet would be complete without a consideration of privacy-related issues. Although APA ethical guidelines provide guidance on the handling of test results, these rules only govern psychologists, and the operation of selection web sites will typically involve the efforts of many nonpsychologists. Selection sites will inevitably start collecting social security numbers, personal and demographic information, responses to biographical data inventories, results of cognitive tests, and numerous other pieces of sensitive, personal data. In addition, in today's litigious employment environment, selection procedures often include background checks (and these can now be accomplished automatically on-line). Collecting and using these data may include multiple transmissions over the Internet, storage in vendors' web servers, storage in the organization's servers, and review by personnel outside of human resources (e.g., information technology personnel). At each stage, the potential for information "leakage" exists and must receive careful consideration by human resources professionals who design and use on-line screening and selection tools.

Numerous legal cases have underscored the importance of communication by organizations concerning privacy expectations for personnel information (e.g., Bohach v. City of Reno et al., 1996; State v. Bonnell, 1993). These cases strongly indicate that organizations must take the initiative by communicating appropriate and accurate expectations for privacy. One clear methodological implication is that selection web sites should contain disclaimers that explicitly tell applicants what happens to their data, who has access to their data, and the degree to which their data and their involvement in the hiring process are kept private and confidential.

Summary

This article has reviewed research on computer-based testing, faking and cheating, the demographics of web users, and other topics relevant to putting the hiring process on the web. This research, though limited, was useful for developing a set of methodological recommendations. Market indications suggest that web-based recruiting and selection will continue to grow rapidly

over the next few years. Industrial-organizational psychologists have critical roles to play in assuring the validity and integrity of these efforts to apply technology to these essential human resource management activities.

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Appendix: Web Sites Used in Researching This Article

Site	Description
http://www.headcount com	Headcount: Market research reporting site that includes demographics of Internet users.
http://www.gvu.gatech.edu	The World Wide Web Study: Longitudinal study of WWW usage. Numerous research reports concerning new technologies.
http://www.nua.net/surveys	Nua Internet Surveys: Documents various Internet usage trends.
http://www.aspentree.com	AspenTree. Web-based selection testing and applicant management software marketing site.
http://www.resumix.com/html_ps/ps_rir.shtml	Resumix: Internet recruiting software marketing site.
http://www.restrac.com/products/product_line.htm	ResTrac: Internet recruiting software marketing site.
http://www careershop.com	CareerShop: Job search web site showing on-line job listings and resume postings sorted by employment category.

Traveling in Cyberspace: Voice-Recognition Systems

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Computer technology has changed the work environment drastically in the last few years. If you were part of the workforce in the 1960s and 1970s you might remember your organization's computer (IF they had one) as a large mainframe isolated in a large, dark, temperature controlled room located in the bowels of a building. Specialized technicians programmed "the monster" by feeding it a set of punched cards. Minutes or hours later, your printout—stacks of green and white striped paper—would be available for pickup. Today, almost every office worker with a desk has a computer sitting on top of it; we use computers to set appointments, write letters, send and receive e-mail, generate spreadsheets and multimedia presentations, gather information, and so on. Truly, the Age of the Ubiquitous Computer is upon us.

In this and following editions of *TIP* we will explore technological advances which are not yet part of mainstream business applications, but will undoubtedly be so in the future. This edition examines voice-recognition systems (VRS, also known as *speech* recognition systems). We begin with a basic description of VRS and its promise. Next, we discuss some issues surrounding the implementation of VRS. Finally, we relate our experience with a VRS system for dictation and navigation.

Voice-Recognition Systems

Remember "HAL," the computer system from the movie *2001: A Space Odyssey?* Although fictitious, HAL was the epitome of an artificially intelligent machine. HAL[1] was an advanced computer system with the ability to recognize and interpret human speech, and to generate intelligent responses (speech) in return. The year 2001 is just around the corner, but a computer with HAL's independence is still many, many years away. However, dramatic advances in VRS in the last few years have given us software with the ability to distinguish and interpret human speech and take appropriate action. For a review and a more comprehensive explanation of existing VRS, see the *PC Magazine* reference at the end of this article.

The intelligence displayed by HAL is based on natural language processing, or NLP. NLP is a complex and sophisticated area of artificial intelligence wherein computers are developed with the ability to "understand" speech and respond to commands in a manner similar to human understanding of speech. VRS systems are actually a simple application of NLP. They

[1] Two notes about HAL. First, it's been suggested that the name "HAL" was derived by moving to the previous letter in the alphabet (i.e., IBM). Second, the birthdate of HAL in the movie was this past summer!

understand spoken words based on a limited set of predefined patterns of speech. For example, a user might open a file in a word processor by speaking the command "word processor, open, file, research." In contrast, NLP systems can understand speech based on the context of the spoken words and speech patterns, analogous to the way humans understand speech. As such, NLP is considered one of the most difficult research problems in artificial intelligence. The rest of this article will focus on VRS because there are commercial systems and even "freeware" systems that are available, and we are assuming that the reader may find these systems much more useful than NLP systems.

In its most simple form, a VRS system is software that allows a user to speak into a microphone (attached to the computer), that translates sound waves into an electronic format, typically, text. In theory, a user need never touch the keyboard or mouse: All written text and associated commands (e.g., selecting from menus, clicking buttons, and so on) are effected via speech. The ability to generate text and issue commands via the spoken word clearly provides great flexibility for the user. After all, who can't talk faster than they type? This flexibility is particularly important for users with disabilities such as lost limb function or severe arthritis, which render keyboard or mouse use difficult or impossible. VRS therefore frees workers with disabilities to use their skills in tasks heretofore unavailable to them.

Of course, there are drawbacks as well. Security is one issue. Security is a very important factor in technology, and many companies go to great lengths to ensure that computer systems' security aren't violated. Such simple things as passwords for protected accounts would be open to "theft" if a user provided a logon name and a password in an open environment.[2]

Concerns and Hurdles

So why isn't VRS software more prevalent? Cost is not an issue, as VRS packages retail around the price of most office software suites. Rather, the main hurdle for VRS systems has been its lack of accuracy at interpreting and representing the spoken word. No VRS systems guarantee 100% accuracy. A recent PC Magazine Labs test indicated that the best accuracy attained in a test of four VRS packages was only 91% (*PC Magazine*, 1998).[3] This is understandable given that speech comprehension is a highly complex skill. While humans, in general, have little difficulty with this, it's quite another thing to develop a computer program to do the same. Such factors as speaker gender, dialect, accents, and background noise are only a few of the factors that may affect the accuracy of an VRS system. Table 1 below illustrates some of the interpretation errors found by PC Magazine Labs.

[2] An aside to computer users. If you don't already know the importance of these, you should. First, never share your password with anyone, and never write it down in a place that others can see. Second, an unrelated point, backup your precious data, and do it often!

[3] To be realistic, how many of you readers type and/or spell at a 91% rate of accuracy?

Table 1. Examples of Interpretation Problems in VRS

What the speaker said:	How the software interpreted
draw a cube	draw on Cuba
travel to California	troubled California
Adobe PhotoShop 5.0	Adobe PhotoShop five porno
Cupertino, California	Have signed the Liberty Bell
with warmest regards	with more research guards
e-mail	she-mail
Personally, I want to let you know how much I enjoyed your book.	Personally, I want to let you know how much I enjoyed your brother
Antivirus	NT fires
By December 31, you'll receive a $50,000 bonus	By December 21, you'll receive $8 by defective gas and bonus
to our finest restaurant	postwar France restaurant
less-than-fashionable summer attire	Last and vegetable are attacked.
We have now sold 1 million copies of your book, How to Win Friends	We is now sold 1 million copies of your block not to win France
Leaves have turned orange and brown	The esoteric are urging Brown
Congratulations! We have sold 1 million copies of your book	Congratulations. We have sold 1 million copies of your butt
amiable behavior	animal behavior
Personally, I want to let you know how much I enjoyed your book, especially the following	Personally, I want to let you know how much I have been drinking, especially the following
cold training and mop up	college training in Moscow

Increasing the complexity of the problem is the fact that a VRS has to access a database of known words, and select the correct one from competing alternatives ("to," "too," "two," etc.). The selection process requires the software to examine the context in which the word was used. This typically causes delays of a second or two that are confusing to the user. Imagine that it took 2 seconds between the time you pressed a key and the associated character appeared on the screen—such delays are not only confusing, but annoying, irritating, and likely to lead to errors.

Vocabulary Size

The size of VRS systems' vocabulary affects processing requirements and accuracy. Navigation employs a small, constrained vocabulary, while dictation systems require very large dictionaries. Both must be capable of adding new words, which is particularly important in fields with idiosyncratic vocabularies (like most Computer Science disciplines). Most general commercial VRS systems have a "base" vocabulary of 30,000 to 64,000 words, with a capacity as high as 250,000 words. A number of VRS systems are also available for particular professions that employ nonstandard terminology, such as law and medicine.

Jason and I have different levels of experience with VRS. The Macintosh comes with a very simple VRS that allows users to issue commands to be carried out by the computer, including opening applications, printing, and so on. I (PC) used the system for a short time and found that it was faster to do things by hand. Jason has more extensive experience with VRS, so I'll turn the narrative over to him.

Watson, Come Here...

My main experience with VRS was with IBM's VoiceType technology, included with OS/2 Warp Version 4. VoiceType came along at a time when my wrists began to hurt from keyboarding, and thus promised welcome relief from the pain. Moreover, like everyone else, I can talk a whole lot faster than I type; I thought I'd be able to dictate papers and e-mail so quickly that I'd have to look for ways to spend all of my free time. The image of space-age computing—telling my computer what to do instead of directing it through obscure manipulations of the keyboard and mouse—was very alluring. Reality, of course, was somewhat different from what appeared on the back of the cereal box, and for the foreseeable future I plan on using the keyboard and trackpad exclusively. For the record, here are my experiences with one of the earlier software-based VRS systems.

VoiceType recognized discrete speech for dictation and continuous speech for navigation. In other words, when dictating, one adopteda fairly robotic form of speech, pausing briefly between words. This is harder to do than you'd think, although I'd heard from folks who reached rates of 90wpm with practice (using much faster computers than my own). In addition, punctuation must be dictated as well. In contrast, navigation required continuous speech, meaning that one had to say *startnetscapenavigator* in order to begin web browsing. If I determined that I had finished talking to the computer for a while, the VoiceType system could be set for "sleep" mode, in which it ignored all speech except for the command to resume listening.

Both dictation and navigation were trained separately. Training helps the VRS system understand users' particular speech patterns, and thus greatly improves accuracy. Training the dictation function required a sentence-by-sentence reading of a short story by Mark Twain. When the system did not recognize a word, I had to go back and repeat the entire sentence. Sometimes the system appeared to *refuse* to recognize a word, requiring many frustrating repetitions. How many ways are there to pronounce "of"? The navigation system was more straightforward to train, demanding different combinations of navigation commands and numbers, such as "Move right border right twenty." All told, it took a few hours to train the dictation and navigation systems, and a few more hours for the computer to process the training material. During the processing period, the software advised that I not use the computer for any other purpose, effectively locking me out of my

computer. The time savings due to more efficient operations with VRS were obviously not to be reaped on that first day.

Back in my freshman year, a writing teacher instructed us to "write the way you talk,"—advice has benefited both my writing and my speech. However, I discovered that there is a big difference between writing conversationally and dictating. Even at the best of times, writing is not a purely linear activity. Through at least one round of editing, one rearranges sentences, discards excess wording, and excises passive voice. My writing was not nearly so efficient when I dictated it. E-mail was a little easier to dictate, since I was less concerned with concise wording, but it still didn't feel as natural as a telephone conversation, nor were the results particularly pleasing to review. While the original sentences came out mostly the same (if a little long), the cumbersome process of editing through voice commands dragged the operation down. For example, one can effect changes in mid-word when typing. It's nothing to simply stop, backspace over a few letters, and type out a more appropriate choice. During dictation, one has to complete the word, stop dictating, tell the system to delete the previous word, and resume dictation. This is alarmingly disruptive to one's train of thought, although I suspect it would not be so given sufficient experience with the system.

The dictation system grew fairly accurate once I got some uncommon words and names into its dictionary. The main problem in discrete speech dictation is in learning to dictate effectively: I always slurred phrases like "forget it" into one word, and I never remembered to punctuate. A second problem was that the software, attempting to choose between sound-alike words using context, showed a parade of dancing sentences until the most likely suspect stood still. Very often it was the sentence I had spoken, but it was distracting to watch the computer go through this process. In contrast, typing invariably transfers the exact information from the keyboard onto the screen (unless you've spilled a Coke on your keyboard, in which case all bets are off). The final problem with dictation has nothing to do with the software so much as the environment in which one uses it. VRS requires a certain measure of privacy unlikely for those of us who have office-mates or who prefer to keep our office doors open. One's voice is audible at great distances in a quiet office, and one never likes the thought of eavesdroppers on even the most simple exchange.

Navigation worked a lot better than dictation, given that the system had a much smaller universe of words to recognize. It was fairly easy to start up an application, resize windows, and scroll through documents. Unfortunately, while a wide variety of navigation commands were available, both common and idiosyncratic to particular applications, I never seemed to manage to learn them all, and often found myself reverting back to the mouse for expediency. One clever feature worth special note is the way navigation was integrated into web browsing so that one could verbally select links on a web page. While hands-free web browsing was a smart feature, I doubt it would

stand up to the profusion of links offered by today's web portals like *Yahoo* and *Excite* or the graphical image maps prevalent on so many pages.

All told, my experience with VoiceType was an exciting indication of things to come. I performed almost all my common tasks through voice command and navigation, and it was a fairly easy process. It was not, however, transparent. While the dictation system accurately recognized much of my speech, it did not accommodate the way I work. A better system would distinguish simple punctuation and would seamlessly integrate dictation and editing, instead of separating them into entirely different functions. Best of all, such a system would recognize continuous speech. Indeed, all of these features are available in more current dictation systems such as IBM's Via-Voice and Dragon System's Naturally Speaking. However, as *PC Magazine* notes in its review, VRS is still not quite usable as simply another input device. It's much closer, though, and I'll be sure to give it another chance if my wrists ever start hurting again…

Next Edition of TICS

In our next edition we will continue our discussion of cutting-edge technology: Things on the horizon that may soon break into the mainstream. Our next topic is one of our favorites, virtual reality (VR). VR and its counterpart "immersive reality" are 3-dimensional models of objects and environments that are viewable via either a computer monitor, or specialized equipment, such as head-mounted displays, data gloves, and such. It's becoming popular as a means of representing many game scenarios, and is used in high-tech training in various fields including the military, medicine, and so on. See you then…

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Global Vision: Summary of Selected Papers from the 1998 International Congress of Applied Psychologists

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The aim of *Global Vision* is to provide a forum for discussing international developments in practice, research, and theory especially in relation to emerging views and characteristics of workforces and workplaces. The informative value of the column depends heavily upon your knowledge, experience, and intuition. You can personally help by sending me a note—be it a problem you are trying to solve, research you are conducting, a consulting tip, something you'd like to hear about, or the name of a person or organization you recommend that I contact. You can also send newspaper clippings, references to a great article or book you read, conference papers, or areas of emerging controversy (for your organization or for theory). Furthermore, I am seeking organizations or academic departments to profile that provide examples of innovation in philosophy, research, development, application, or implementation aimed at meeting the demands of contemporary and emerging environments. I am eager to receive your ideas and submissions. You can reach me at any of the following: Graduate School of Management, University of Queensland, Brisbane, Queensland 4072, Australia; tel.: +61 7 3365–6747; fax: +61 7 3365–6988; e-mail: c.hartel@gsm.uq.edu.au

Reflections on Racism Research

Following up on the most recent column discussing diversity research, Professor **Art Brief** of A. B. Freeman School of Business at Tulane University sent in a chapter from his book *Attitudes In and Around Organizations* (1998). The chapter, entitled "Attitudinal baggage: Negative racial attitudes as an exemplar" discusses stereotypes, prejudice, racism, and potential ways of counteracting racism in organizations. Art points out that organizational research inadequately reflects the problem of racial discrimination in organizations. Even those researching in the area, he observes, avoid using the word "racism." Yet, our ability as organizational scientists "to produce knowledge relevant to alleviating discrimination in and around organizations: obligates us "to apply this expertise to enhance the quality of people's organizational lives" (p. 138).

The enforcement of EEO legislation and the rhetoric of political correctness may have appeared to reduce the occurrence of racism in the workplace. But perhaps, what has occurred is the transformation of old-fashioned racism or blatant or unrationalized racism into modern racism or rationalized racism. A study by Brief et al. (1998) revealed that scores on the measure of modern racist attitudes were predictive of discriminatory behaviors only when a business justification to discriminate was provided.

Whether blatant or rationalized, racism is a very real problem for organizations. Research is required to identify ways to combat racism in organizations. Art offers a few starting places for potential interventions. First, he suggests designing, implementing, and evaluating a training program "devised to heighten the importance of egalitarian values" (p. 144). Second, he suggests that racism may be reduced by "articulating organizational rules governing the treatment of Blacks, the monitoring of how Blacks actually are treated, and the imposition of sanctions for rule violations." Third, he raises the possibility of using nonprejudiced members "in the fight against racism in organizations." Fourth, he proposes that creating a "climate for equality" may motivate nonprejudiced members to resist racial discrimination. Similarly, encouraging "principled disobedience" may increase the likelihood of nonprejudiced members to whistleblow. Principled disobedience may be encouraged by practices such as dispersed authority, condemning unquestioning loyalty, and endorsing a norm of critical discussion among peers.

Art's review highlights the problem of racism in organizations and the dire need for organizational researchers to identify the factors contributing to it and ways of combating it.

Recent Advances in I-O Research around the World

The International Congress of Applied Psychologists showcases applied research being conducted around the world. In this edition of *Global Vision*, highlights from a number of papers presented at the ICAP conference are presented.

Contextualizing I-O Practice

Globalization brings cultures face-to-face. Organizations find that successful penetration into new cultures requires a certain degree of tailoring of operations to the prevailing work and consumer values. Similarly, if I-O research and practice is to generalize beyond the individual countries in which it exists, it needs to make explicit the cultural work, life, and consumer values it is embedded in. A paper by Robert Roe (1998) of Tilburg University, The Netherlands, demonstrates what is to be gained by understanding the cultural underpinnings of I-O practice in the countries of the world.

American I-O values objectivity and the minimization of subjectivity. In contrast, Italy, Spain, and France value subjectivism or the emphasis of meaning. European I-O possesses a degree of pluralism, comfortably placing "objective measurement next to subjective interpretation" (p. 28). "Europeans emphasize definitions, meanings, qualitative methods, contingencies, and are more holistic and contemplative, while Americans stress measurement, criteria, quantitative methods, meta-analysis, and are more analytical and pragmatic" (p. 29). Reasons for these differences include differences in societies, different influences of institutions on research and practice, differences in philosophical backgrounds, and differences in methodologies. Professor Roe argues that these differences provide valuable opportunities for enriching perspectives and theories of work and for assessing what aspects of our understanding are culture-specific. He also identifies societal values as crucial determinants of the acceptance of workplace interventions.

The Emotional Drain of Conflict Management

Researchers from the University of Sevilla in Spain (Fernandez, Cisneros, Dorado, Gomez, 1998) examined emotional outcomes in conflict management. Their study showed that as conflict escalates, the frequency and duration of positive expressions decreases. Reading an opponent's messages in the simulated on-line conflict was associated with more and longer positive and negative expressions than writing messages to one's opponent. Negative emotions were displayed more times than positive emotions.

Escalating conflict was associated with increased heart rate, disgust, self-anger, contempt, surprise, sadness, guilt, anger, and tiredness. The extent to which participants facially expressed positive emotions and happiness and reported enjoyment depended upon the feedback they received prior to the negotiating task regarding their negotiating ability. Namely, "high expectancies of success influenced self-report and facial expressions of positive emotions, but not the expression of negative emotions nor heart rate." Perceived effectiveness was lower for participants reporting high levels of anger and disgust.

Successfully Integrating New Employees

The goals examined in most organizational socialization studies are those assigned to employees rather than those selected by employees. A longitudinal study of 910 managerial candidates by Gabriele Rappensperger (1998) of Ludwig-Maximilians-University in Munich demonstrates that organizations can improve the chance of hiring and successfully integrating new employees by providing information during recruitment and socialization that shows employees how their work goals and the organization's goals align.

Professor Rappensperger's research shows that "work goals and progress in personal vocation goals play an important role even during a newcomer's first few months in an organization" (p. 12). She found "a positive relationship between perceived progress in personal work goal attainment and successful integration." In other words, "the higher the progress in personal work goal attainment the higher the new employees' job satisfaction, the stronger their organizational commitment and the lower their intention to leave" (p. 10).

"Early socialization experiences account for a significant portion of variance in job satisfaction, in organizational commitment and in intention to leave" (p. 9). "Perceived progress in personal work goal attainment is a mediating element between early socialization experiences and successful inte-

gration" (p. 12). "The extent to which newcomers proceed in their work goals depends on integration experiences" such as realistic job previews and social support "and the success of the integration" (p. 13).

Effect of Women on Implicit Work Norms

Marin Ignatove and Bernhard Wilpert (1998) of the Berlin University of Technology presented data obtained from an on-going joint German-Eastern European research project examining safety culture in nuclear power plants. Their findings show that implicit norms influence safety related behaviors in high-hazard low-risk socio-technical systems. "Implicit norms evolve through repeated reinforcement of behavior in specific situations, making implicit norms difficult to recall without recalling the specific situation. In other words, the norms seem to be cognitively represented only in connection with information about situations that have been experienced" (p. 6).

Operators were in fact managing "two processes simultaneously: the technological process in the reactor or the turbine, and the group psychological process of passing on information about themselves, their feelings, their character, and social status." Operators reported a strong implicit norm to appear outwardly competent and confident. In fact, "some operators felt that they would encounter contempt and antipathy or become objects of ridicule or scorn if their fear, anxiety, or doubt were to be discovered by their co-workers in the reactor control room. There appeared to be no mechanism for sharing fears in the specific environment of the control room. In this context the presence of several women operators turned out to be very positive for the safety culture. As representatives of the opposite sex, the women operators were not expected to comply fully with the masculine implicit norms, so they were in a much better position to make feelings of fear and anxiety a "legitimate" matter, thus modifying the whole structure of implicit norms for the male operators as well" (p. 5).

Maternity Support for Professional Women

A survey of 116 Australian lawyers who were mothers (Härtel, Bohle, & Grant, 1998) revealed that 70% of the women finished work in the last month of their pregnancy and tended to resume work between 10 and 19 weeks (median) following the birth. Thirty-nine percent of the women changed employers since the date of their most recent pregnancy. Of these, 37% changed work for reasons relating to working hours. Eighty percent of women found their employers receptive to their working flexible hours while 20% did not. Fifty-two percent of respondents indicated they had experienced health problems prior to leaving work or after resuming work. Sixty-nine percent of women reported their employer gave them the time off they needed for their illness while 31% had difficulty getting time off. Seventy-one percent of women said their employer was supportive during their illness, while 29% said their employer was not supportive. Fellow workers

appeared to be more supportive than employers with 87% indicating co-workers were supportive and 13% indicating co-workers were not supportive. Several women wrote in comments that they had hidden their illness from their employers.

Women reported that their main sources of support in the weeks following birth were husbands or partners (68%) and mothers (22%). The study revealed a need for more part-time work to be made available to women with small children. Importantly, it showed that for flexible working policies to succeed, the issues of *time inflation*, *mommy-tracking*, and psychological impediments to part time work must be addressed. Further, the study revealed the need to amend parental leave policies to allow fathers to take leave when the child comes home from hospital or such other time as the mother needs the most support.

Column Mission and Call for Contributions for Upcoming Columns

My goal for this column is to discuss within a global framework the future of practice and research related to work and the workplace. The effectiveness of I-O research and practice in different cultural settings requires an understanding, openness, and appreciation of the societies in which we operate. As such, it is imperative that you share your learnings from your international experiences and that those of you outside of North America share the perspectives of your home countries. To this end, I hope that, no matter where you are in the world, you will e-mail, call, write or FAX me (see contact information below) with your suggestions, views, requests and contributions (the name of an organization or academic department I can profile in a manner consistent with the goals of this column, newspaper clippings, company program pamphlets, news of research-in-progress, experience with OD and HR strategies/programs and any other information—nothing is too small). Please send any information relevant to the points discussed in this column along with your ideas for future topics to me (address above.)

References

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1999 SIOP Annual Conference Update

Michael J. Burke
Tulane University

On November 14, 1998, the 1999 SIOP Conference Program Planning Committee met in New Orleans to make final program decisions and to schedule program sessions. The committee members in attendance were **Steve Ashworth, Murray Barrick, Allan Church, José Cortina, Michelle Gelfand, Jack Kennedy, Ron Landis, Debbie Major, Mickey Quinoñes, Joan Rentsch, Heather Roberts Fox, Phil Roth, John Scott,** and **Paul Tesluk.** Due to the large number of high-quality submissions and the extension of conference programming this year to 3:00 p.m. on Sunday (May 2), the Planning Committee scheduled three full days of program sessions. In addition, the Sunday programming will include a new poster session. Please keep this expanded scheduling in mind when making room reservations and travel plans to Atlanta.

APA Council of Representatives: August Report

Angelo S. DeNisi
Texas A&M University

The August meeting of the APA Council (prior to the beginning of the APA Convention) included the typical number of statements of political positions (APA is in favor of protecting the environment, of granting legal benefits to same-sex couples, and of limiting licensure to those with doctorates; APA is concerned that gays, lesbians, and bisexuals may not be adequately represented in APA governance; and a motion opposing mandatory sentencing guidelines for drug-related crimes was tabled), and the typical number of issues that are less relevant to I-O Psychologists, but of great interest to our colleagues in other areas of psychology (restrictions on the use of the term "clinical" in specialty and proficiency titles; adoption of guidelines for the use of animals as subjects in research). I really don't mean to make light of all this; much of it *is* important for many APA members, and most of the discussion can be rather interesting.

However, a number of issues were discussed that may be very relevant to SIOP members. One involves a probable dues increase for APA members. We voted to accept some data on financial projections, and they suggest a serious shortfall for APA. The question, then, was how to deal with this shortfall. APA has proposed some hiring freezes, the elimination of some meetings (internal) and a few other methods that would account for a fair amount of the shortfall, but not all of it. APA has also proposed a $20.00 dues increase for members, and an increase in the convention registration fees of 20%. There was a lot of complaining about this proposed budget. Most of the concerns were that there was nothing strategic in the way APA would go about dealing with the budget. That is, there was no discussion about priorities or consideration of things we may not be able to do in the future. We were promised more thought and some new ideas at the Board Meeting in February (when the final budget is approved) but a preliminary budget was approved that would include the increases stated.

The APA Budget is quite large and extensive (the preliminary budget runs 278 pages), and it is difficult (and unreasonable) to discuss every entry at the Council Meeting. The problem is that the governance of APA (the Board) recognizes this, and discourages such a discussion. Instead, they repeatedly state that they are proposing a preliminary budget ONLY, and so we should accept it. The problem is that, when the final budget comes before the Council, there STILL is not enough time to discuss it, and we are now committed to a course of action.

Another issue that may be of relevance to some SIOP members is that the Special Assessment for practice was raised from $90 to $110 per year. This may affect some of our members.

An additional item of potential interest regards the College of Professional Psychology. The "College" was charged with developing the tests

that would be use to certify people for practice specializations within psychology. For example, when APA moved towards certifying that certain psychologists should have prescription privileges, it was the College that developed the test for this. But the impetus for identifying the specialization area (or proficiency area) has always come from the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSSP). The College asked to be de-linked from CRSSP, and to be free to identify areas where proficiency tests needed to be developed on their own. This was narrowly passed by Council. The potential issue is that a group could propose a new practice specialization, say in Clinical Organizational Psychology (although, recall, they are going to restrict the use of the term clinical), and the College could decide to pursue this and develop a test. But this would essentially create a NEW proficiency, and SIOP would have nothing to say (officially) about this. There were assurances that this would never happen, and that SIOP (or whomever) would always be consulted. Furthermore, we were assured that CRSSP would still have the final say in this at some level. Finally, the President of the College (right now) is **Vicki Vandaveer**, so we can be sure OUR interests will be safe (for now). None of this represents a new development, but could potentially cause some problems later, so everyone should be alert to this possibility.

Speaking of specializations, many of you may be aware of the fact that I-O psychology is one of the original "grandfathered" specialty areas in psychology, but we needed to update the definition of practice in I-O. **Wayne Camara** took the lead in developing the statement we needed, and this was passed by Council. I have attached the statement for your reference.

This was my last APA Council Meeting. Wayne Camara and **Georgia Chao** will be continuing on Council, and they will be joined by **Mary Tenopyr** and **Neal Schmitt** (we gained a fourth seat for this year under the new APA expansion and allocation procedures for Council). It's clear that our interests will be in good hands. I would like to "sign off," therefore, by thanking the SIOP members for allowing me to represent them.

Archival Description of Industrial and Organizational Psychology

Industrial and organizational (I-O) psychology is a general practice specialty of professional psychology with a focus on scientifically based solutions to human problems in work and other organizational settings. In these contexts, I-O psychologists assess and enhance the effectiveness of individuals, groups, and organizations.

Parameters to Define Professional Practice in I-O Psychology

Whether serving as consultants to organizations or professional employees thereof, I-O psychologists provide a range of psychological services that include: job and task analyses; development and validation of personnel selection, job classification, training, and employee and career development policies and procedures; analyses of

employee morale and job satisfaction, organizational climate, productivity and job performance and appraisal systems, and personnel turnover; leadership and team development; management consultation and coaching; human resources planning and policy analyses; and the design and evaluation of organizational development and intervention strategies.

Populations

I-O psychological services are provided to and within a broad range of organizations in the public and private sector (e.g., government, community, business, industrial, health, educational, consulting, labor, research, and other work-related organizations). I-O psychologists also provide services as experts to legal and quasi-legal bodies in regard to the application of psychological principles and science to the workplace.

Problems

I-O psychologists recognize the interdependence of individuals, organizations, and society, and the impact that factors such as national and international law and government regulations, organized labor, consumer awareness, skill shortages, and the changing nature of the workforce have on work-related organizations. Specific examples of problems addressed by I-O psychologists in this context are (the list is illustrative rather than exhaustive): employee turnover, absenteeism and productivity; succession planning and development of managers and executives; organizational restructuring; workplace stress and safety; adaptations to organizational changes and technology; adverse impact in selection of promotion; worker motivation and performance; and adaptation to job redesign or expansion.

Procedures and Techniques

Research methods are an integral part of the I-O psychologist's practice, providing the foundation for problem definition, analysis, and solution in organizations. Illustrations of procedures and techniques common to the practice of I-O psychology are (the lists are illustrative rather than exhaustive):

- Assessment—analyzing job content; assessing consumer preferences and reactions; measuring organizational structure, climate, productivity; validating measures and tests used for selection, promotion, classification and evaluation, and identifying management potential.
- Intervention—integration of human resource function with overall business mission and development effort; design of performance

appraisal systems and work environments; and formulating and implementing training and development programs.

- Consultation—conducting management consultation and coaching; process consultation needs analysis; providing expert testimony or review of human resource systems and policies and maximizing organizational policies and procedures.
- Evaluation—determining utility and effectiveness of human resource policies and procedures; evaluating organizational interventions, training and development, selection and compensation systems; optimizing and evaluating person-job effectiveness and interactions; and job and task analysis.

Knowledge Base

Education and training in I-O psychology is typically offered and completed at the doctoral level. The requisite education and training are rooted in the foundations of psychological science that include (a) biological bases of behavior, (b) cognitive-affective bases of behavior, (c) social bases methods of psychological and behavioral measurement, and advanced statistical theory and methods is also required.

Based on this foundation of core knowledge and skills, advanced specialty education and training is focused on the following competency areas: ethical, legal, and other professional issues in the practice of I-O psychology; consulting and business skills; attitude theory, measurement, and change; career development; consumer behavior; effects of health and work stress in organizations; human factors and performance in work; individual, group, and organizational assessment methods; job and task analysis and classification; job evaluation, performance appraisal and feedback, work motivation and compensation; leadership and management theory and evaluation; theory of organizations and organizational development; and training theory, program design, and evaluation.

In addition to the psychological science foundations on which these core and advanced areas of competency are based, the knowledge base of I-O psychology is also influenced by the evolving knowledge bases in other disciplines such as business, labor and industrial relations, ergonomics, physiology and medicine, and law. Inasmuch as a substantial degree of I-O psychology practice in organizations involves federal, state, or local law and regulations, negotiated union contracts, and ethical issues raised by the nature of consultative services with organizations, knowledge of these issues is also essential to effective practice in this specialty.

Secretary's Report

Bill Macey

The Fall meeting of SIOP's Executive Committee and Committee Chairs was held September 12, 1998. Some highlights of that meeting and the corresponding discussions include:

- There was extensive discussion of the SIOP budget. A new budgeting process was developed and reviewed by **Jeff McHenry**. This new budgeting process facilitates planning while allowing the flexibility to address unforeseen issues and expenses.
- SIOP remains financially healthy, and possesses reserves sufficient to meet unexpected financial difficulties should they arise.
- A new cash management and investment strategy was approved. This ensures that SIOP retains adequate cash reserves to cover expenditure requirements during the year and minimizes the risk of losing money on SIOP investments. The approved strategy calls for a balance of high liquidity investments with longer-term, moderately aggressive investments in growth and income funds.
- New policies for handling late dues payments were approved to facilitate administrative handling of payments and refunds.
- An increase in pre-conference workshop fees was approved. The additional revenues generated by this increase will be used to offset certain expenses incurred by workshop presenters. The new workshop fees were established at $350 for members and $500 for nonmembers.
- A new fee structure was established for placement center services offered as part of the annual SIOP conference.
- There was considerable discussion of pro-bono initiatives and SIOP's role in funding such efforts. The Long Range Planning Committee was charged with developing a specific proposal for consideration by the Executive Committee.
- **Nancy Tippins** reviewed progress on the Education and Professional Development Initiative that resulted from the strategic planning efforts earlier this year. Present plans include the development of a workshop-style offering to be held at a time and location other than at the annual conference.
- SIOP's website is becoming increasingly popular. Larry Nader of the Administrative Office reviewed the features of the newly redesigned website that provides considerable power and flexibility to site visitors.
- **Jeff Schippmann** reviewed progress on the Member Referral Directory, which is planned to help SIOP members in their efforts to develop business and deliver services. There was additional discussion of whether there is a need for an I-O Psychology Consultants directory. The Professional Practice Committee will be developing a proposal for consideration at a later meeting.

As always, if you have a specific question or comment regarding these or any other topics, please don't hesitate to contact me or any other member of the Executive Committee. Your ideas and comments regarding how SIOP should serve its members would be particularly valued, as would any suggestions you might have regarding what you believe should be our priorities.

APA Funds University Curricula in Occupational Health Psychology

Heather Roberts Fox
APA Science Directorate

During the summer of 1998, the APA Science Directorate was pleased to present its first awards to three universities to develop graduate-level curricula in occupational health psychology (OHP). Bowling Green State University, Kansas State University, and the University of Minnesota are the inaugural recipients of the awards provided by a cooperative agreement between APA and the National Institute for Occupational Safety and Health (NIOSH).

Occupational health psychology is an emerging specialty within psychology. In the broadest terms, OHP refers to the application of psychology to protecting and promoting the safety, health, and well-being of workers, and to improving the quality of worklife. The current cooperative agreement builds on earlier efforts by APA and NIOSH to promote research, education, and training in the field of OHP. These collaborative activities included awards for postdoctoral fellowships, the support of a new journal entitled the *Journal of Occupational Health Psychology*, and a series of interdisciplinary conferences on occupational stress and health. The next conference, entitled "Work, Stress, and Health '99: Organization of Work in a Global Economy," will be held on March 11–13, 1999 in Baltimore, Maryland.[See the Conferences & Meetings section for more details.]

Plans for Bowling Green State University's program, under the direction of Drs. **Carlla Smith** and William O'Brien of the psychology department, include a graduate minor in OHP as part of the existing I-O and clinical psychology programs. The minor will consist of coursework, research, and supervised practicum experiences. Bowling Green's psychology department will collaborate with the Environmental Health Program in the College of Health and Human Services.

Dr. Leon H. Rappoport will guide the program at Kansas State University, which will provide a concentration of courses and practicum/internship work in OHP. The OHP courses will be offered to graduate students in the I-O, human factors, and personality-social psychology programs, with support from other departments.

The OHP program at the University of Minnesota will be led by Dr. **Jo-Ida C. Hansen** of the psychology department. Their immediate goal is to develop a survey course in OHP that will be integrated into relevant, existing curriculum offered throughout the university. The long-term goal is to develop a minor in OHP. The psychology department will collaborate with the Industrial Relations Center of the Carlson School of Management, the School of Kinesiology and Leisure Studies, and the Center for Research on Girls and Women in Sport.

Each university site received approximately $20,000 for their proposals to develop and implement core curricula for graduate students in OHP. The universities anticipate offering their first OHP courses in 1999. Interested students should contact the primary faculty of the universities for more information.

APA Now Accepting Applications for 1999 Funding

The Science Directorate is now accepting applications from universities interested in applying for 1999 funds to develop curricula in OHP. Applications have been mailed to all I-O program chairs in the United States. Proposal selection criteria include faculty qualifications, institutional commitment and external collaborations, proposal quality and feasibility, and the planned program evaluation. Faculty proposals must be accompanied by a budget justification and written documentation from the Dean or other university official that confirms the proposed courses or curricula can be offered at the university. APA anticipates distributing up to $72,000 with awards to new recipients expected to average between $18,000–$22,000. Limited funding may be available for a continuation year. Proposals are due on **March 1, 1999**. It is anticipated that APA will distribute funds for these awards in April, 1999.

Examples of appropriate training activities under this program include, but are not limited to:

1. expansion of curricula in organizational psychology to provide a focus on organizational risk factors for stress, illness and injury at work, and on intervention strategies;
2. expansion of curricula and practica in clinical psychology to improve the recognition of job stress and its organizational sources;
3. expansion of curricula in human factors engineering to provide more of an exclusive focus on occupational health and safety and
4. increased exposure of behavioral scientists to research methods and practice in public/occupational health and epidemiology.

Vehicles for this training could include a new survey course or clusters of courses, graduate minor or masters/doctoral degree programs, or practica or internship experiences at the predoctoral level. Because training in work organization, stress and health is an inherently multidisciplinary area, these training experiences should draw upon and integrate knowledge and faculty from several relevant areas, such as psychology, management, public health, human factors engineering, occupational medicine, and epidemiology.

Individuals and departments interested in obtaining application materials should contact Adonia Calhoun at APA, 750 First Street, NE, Washington, DC 20002–4242 (E-mail address: acalhoun@apa.org). Applications can also be found on the APA web site at http://www.apa.org/science/ohp.html.

Fourteenth Annual Industrial-Organizational Psychology Doctoral Consortium

Lyse Wells
Conexant

Michelle Marks
Florida International University

Thursday, April 29, 1999 marks the day of the Fourteenth Annual Industrial-Organizational Psychology Doctoral Consortium held at the Atlanta Marriott Marquis in Atlanta, Georgia, the same site as the SIOP Conference.

The consortium is intended to provide an educational forum where presenters and students can discuss topics of mutual interest. Sessions are kept small to encourage lively discussion. There is also informal time built into the day to allow interaction among students and presenters.

Each doctoral program will receive registration materials for the consortium in January 1999. Enrollment is limited to one student per program up to a maximum of 40 participants. We encourage you to nominate students as soon as registration materials are received, because we enroll students and give preferences in the order they are received.

The consortium is designed for upper-level students close to the completion of their doctorates. Most participants will be graduate students in I-O psychology or HR/OB who are currently working on their dissertations. Preference will be given to nominees who meet these criteria and have not attended previous consortia.

The consortium program has been finalized. We have assembled a diverse and renowned group of academicians and practitioners who have focused their presentations around topics and issues students will soon face in their own work and careers. The schedule of activities will be as follows:

Wednesday Night

9:00 p.m.	Informal social (optional)

Thursday

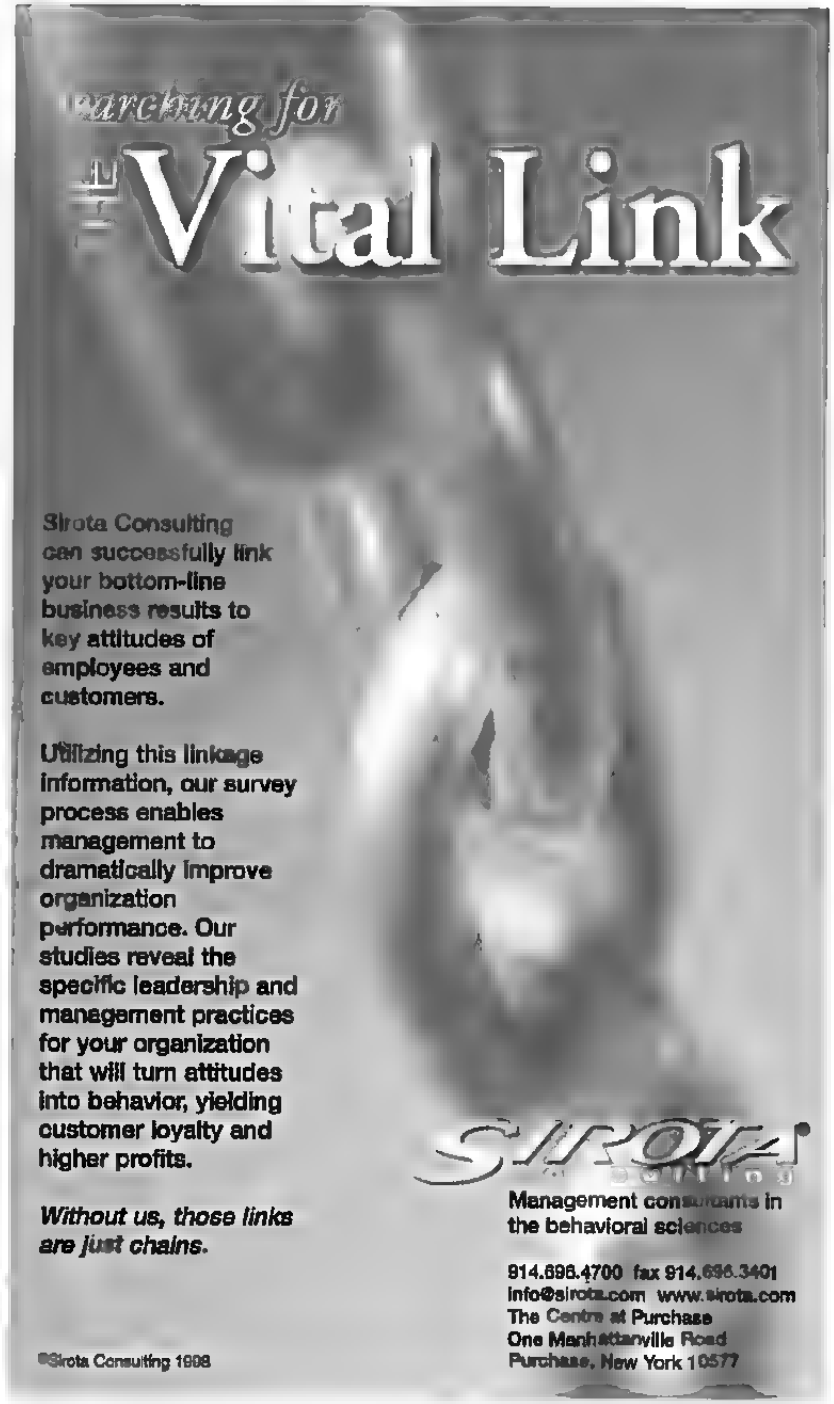
8:30–9:00 a.m.	Registration and Breakfast
9:00–9:30 a.m.	Welcome and Mixer
9:30–10:15 a.m.	Breakfast Speaker Frank Landy (Landy Jacobs and Associates) *Scientist as Expert Witness: The KSAO's*
10:15–11:30 a.m.	Concurrent Morning Sessions

Session A:	Neil Anderson (University of London) *Publish or Perish: Personal Strategies for Publishing in I-O Psychology*
Session B:	Carla Shull (Aon Consulting) *Life in a Consulting Firm: The Real Story*
11:30–12:30 p.m.	Lunch
12:30–1:15 p.m.	Lunch Speaker Anna Marie Valerio (Sony) *If Only Your Dissertation Committee Could See You Now—Life as a Corporate Psychologist*
1:15–2:00 p.m.	Round Table Discussions *Topics* 1. Neil Anderson—Early Career Opportunities in Academia and Consultancy In Europe 2. Frank Landy—Building a Successful Consulting Practice 3. John Matthieu—Career Choices and Life in Academics 4. Deniz Ones and Vish Viswesvaran—Virtual Collaboration and Other Keys to Success in Academia 5. Carla Shull—Ensuring Success in the Consulting Environment 6. Anna Marie Valerio—The Role of an Internal Consultant 7. Stephen Zaccaro—Establishing Long-Term Research Working Relationships With Government/Military Sponsors
2:00–3:15 p.m.	Concurrent Afternoon Sessions
Session C:	John Mathieu (Pennsylvania State) and Stephen Zaccaro (George Mason University) *Studying Teams in a Variety of Settings: Lab, Military, and Civilian Applications*
Session D:	Deniz Ones (University of Minnesota) and Vish Viswesvaran (Florida International University) *Integrity Testing and I-O Psychology*

2:45–3:00 p.m.	Break
3:00–4:30 p.m.	Panel Discussion

We wish to express our deepest appreciation and thanks to all of the presenters who have graciously agreed to participate in the consortium. It is through their time and effort that we can continue to offer an outstanding program to graduate students.

If you need additional information, please contact Michelle Marks by phone at (305) 348–3376 or e-mail at marksm@fiu.edu.



1999 Conference Registration Information for the Society for Industrial and Organizational Psychology, Inc.

Atlanta Marriott Marquis
April 30–May 2, 1999 Workshops: April 29, 1999

Ronald D. Johnson
University of Scranton

Greetings from the Conference Chair

The last thing that you need is to read a long message from someone who can neither help you get a hotel room when the conference hotel is full or get you into a sold-out workshop. Understanding my limited role, I will be brief. Over the past 6 years, Bill Macey and Katherine Klein have led the SIOP Conferences and have implemented many enhancements to our conference experience. It is my desire that your experience in Atlanta this spring be your best ever. I can assure you that you have a team of SIOP volunteers (and the SIOP Administrative Office) dedicated to helping you have an excellent conference.

As you begin the registration process, let me provide you with a few reminders. This is the second year of "centralized registration." ALL advance, conference-related (non-hotel) registration is being handled by the Administrative Office. Thus, you will mail all of your registration materials to Bowling Green. The pages that follow will guide you through the registration process. If you have registration questions, please contact the Administrative Office.

As was true last year, we will not have a luncheon. Rather, the conference will have an evening event—still being planned. Details will be available in the Conference Program.

Since Delta Air Lines is the dominant air carrier in Atlanta, I encourage you to use them if you can. We have selected them as our official airline and details on airfare discounts to the Conference are available inside the back cover of this booklet.

Trivia—I personally find it of interest that one member of this year's conference planning committee once served as a graduate student volunteer at SIOP registration!

Questions: If you have questions, please see the inside front cover for directions on how to contact the appropriate person for your question.

Prepare to make the 14th Annual SIOP Conference your best SIOP Conference ever. I look forward to seeing you in Atlanta.

1999 SIOP Annual Conference Special Notices

Program Update

On November 14, 1998, the 1999 SIOP Conference Program Planning Committee met in New Orleans to make final program decisions and to schedule program sessions. The committee members in attendance were Steve Ashworth, Murray Barrick, Allan Church, Jose Cortina, Michelle Gelfand, Jack Kennedy, Ron Landis, Debbie Major, Mickey Quinoñes, Joan Rentsch, Heather Roberts-Fox, Phil Roth, John Scott, and Paul Tesluk. Due to the large number of high-quality submissions and the extension of conference programming this year to 3:00 p.m. on Sunday (May 2), the Planning Committee scheduled three full days of program sessions. In addition, the Sunday programming will include a new poster session. Please keep this expanded scheduling in mind when making room reservations and travel plans to Atlanta.

Michael J. Burke, Tulane University

A Note About Smoking

Atlanta City Ordinances allow smoking only in designated sleeping rooms and outside the hotel. No smoking is permitted in public areas inside the hotel.

New SIOP Conference Cancellation Policy

Every year the SIOP Conference has increased in importance, complexity, and size. Last year attendance topped 2,500 people! The SIOP Executive Committee is dedicated to making the Conference a vital and valuable part of the growth and development of both the field and SIOP's membership. As part of that effort, a new conference cancellation policy has been instituted to defray the expenses associated with cancellations and to keep Conference fees to a minimum.

Beginning this year, Conference registration fees will be refunded until April 23rd, less $35.00—approximately the cost of food, materials, and administrative time. Essentially, all the money that has not yet been spent in time or financial commitments will be returned. Therefore, there will be no refund for students. Members and Foreign Affiliates will receive a refund of $30.00, and non-members, $95.00. After April 23rd, no refunds will be given. This policy refers only to Conference registration fees. The cancellation policy for Workshop can be found on page 116.

Atlanta Marriott Marquis Reservation Form

Atlanta, Georgia, April 30–May 2, 1999
(Workshops: April 29, 1999)

Arrival Date: ________ Time: ________ Departure Date: ____________

Name: ______________________ Sharing with: ____________________

Mailing address: ____

____

____

Telephone: ____________________ E-Mail: ____________________

Number of individuals: ______

Conference Rate: ☐ Single ($143) ☐ Double ($143)
☐ Triple ($163) ☐ Quad ($183)

Do you prefer: ☐ Smoking ☐ Non-smoking

Prices listed above are in effect until March 28, 1999 or until SIOP's room block is filled, whichever comes first. Reservations made after March 28, 1999, or after SIOP's room block is full, will be assigned based upon availability at the hotel's prevailing published rates. All reservations must be guaranteed with a one night's deposit in the form of cash or credit card. There is no penalty for reservations canceled 72 hours prior to arrival.

☐ American Express ☐ Carte Blanche
☐ MasterCard ☐ Diners Club ☐ Visa

Credit Card # ______________________ Expiration Date: __________

Print name as it appears on the card: ____________________________

Signature: ____

Mail form to: Atlanta Marriott Marquis Reservations Department
265 Peachtree Center Avenue
Atlanta, Georgia 30303

Or, fax to: (214) 761–7808
Or, call: (404) 521–0000 or (800) 228–9290

Student Volunteers at SIOP: What You Need to Know

The SIOP Conference Committee is seeking up to 40 graduate students to help out in Atlanta at the 1999 SIOP Conference. In exchange for 4 hours of volunteer work at the conference, your conference fee will be refunded.

As a SIOP Conference Volunteer, you will help make the 1999 Conference a success. Your work might include assisting at the Conference Registration area or at the Job Placement Services area. Alternatively, you might find yourself helping out by handling the small little emergencies that pop up during the Conference.

The openings will be filled on a first-come, first-served basis. To volunteer, complete the General Conference Pre-Registration Form and mail it with your Conference fees to the SIOP Administrative Office as soon as possible, but no later than March 15, 1999. Attach a note to your completed Pre-Registration Form, indicating that you would like to serve as a volunteer at the Conference. We will contact you to let you know if we will need your assistance. After the Conference, SIOP will refund volunteers' Conference fees in the same manner in which they were submitted provided, of course, that the volunteers completed the 4-hour requirement.

There will be a one-hour orientation on Thursday, April 29, 1999, from 7:30–8:30 p.m. at the Marriott Marquis. We encourage all volunteers to attend this meeting.

Contact Lee Hakel at (419) 353–0032 (or Lhakel@siop.bgsu.edu) or Kevin Nilan at (651) 736–0436 (or kjnilan1@mmm.com) with your questions.

Keep in mind that one benefit of volunteering is that you will have a chance to meet a number of professors, practitioners, and fellow graduate students, all of whom can help you get better established within SIOP.

SIOP Job Placement Services: What You Need to Know

Once again, SIOP will offer Job Placement Services to members and affiliates at its annual Conference. A number of exciting changes have been made to continue to improve this service. Please note, you must PRE-REGISTER in order to benefit from these changes.

Changes to the Placement Service

Three weeks before the conference, all job seekers who pre-register for the Placement Service will be mailed a booklet containing descriptions of employment opportunities. Employers who pre-register will receive a booklet containing resumes of job seekers at the same time. For an additional fee, pre-registered employers may also purchase additional booklets of job-seeker resumes. You must PRE-REGISTER to have your materials appear in the pre-conference mailing.

Pre-Registration Procedures, Cost, and Deadline

To pre-register, check the appropriate boxes on the General Conference Pre-Registration Form. Then mail the form, your registration payment, and a single master copy of your resume (for job seekers) or position description (for employers) to the SIOP Administrative Office by March 15, 1999.

The registration fee for student job seekers is $40.00; for nonstudent job seekers, $45.00; and for employers, $100.00. Additional booklets of job seeker resumes are available to employers for $45.00 each.

Resumes or position descriptions must fit on one sheet of paper, but one or both sides of the paper may be used. SIOP will make copies of all resumes and position descriptions so be certain that your materials are on standard 8 ½" by 11" paper, that they are legible, and that letterhead or logos, if used, copy adequately in black and white. If resumes or job descriptions require more than one sheet of paper, they will NOT be included in the booklet.

All registration materials MUST be received by March 15, 1999. After this date, only on-site registrations will be permitted, and your materials will not be included in the booklets mailed out prior to the conference. Materials of those who register on-site will not be available either to employers or job seekers until the second day of the Placement Service.

Who May Register for Job Placement Services

SIOP Job Placement Services are open to all members and affiliates of SIOP who are registered for the conference. Any organization or employer registered for the conference may submit position openings for which I-O training and experience are relevant. Listings may be for full, or part-time positions, and/or internships.

Job-Seekers and Employer Information During and After the Conference

All pre-registered job seekers and employers will have received the initial booklet prior to the conference. Those who register on-site, both job seekers and employers, will receive their initial copy of materials when they register. During the Conference, both those who pre-registered and those who registered on-site will be given updated listings of on-site registrations.

Each registrant will be assigned a private mailbox and will be permitted to leave messages in the mailboxes of other registrants. Copies of Job-Seeker and Employer booklets will be available to those not registered for the Placement Service on a first-come, first-served basis 1 week after the Conference. The cost is $45.00 each. Contact the Administrative Office or the Conference Registration booth for additional information.

Anonymous Registrants

Anonymous registration is available for job seekers and employers. Anonymous registrants' materials will not appear in the booklets. However, anonymous registrants will be assigned a mailbox, will receive all materials, and will be permitted access to the placement area.

Recommended Format and Content for Job Seekers
(1 sheet of paper MAXIMUM, single or double-sided)

- Name, address, telephone number, and information about how and when to contact you during and after the Conference
- Position desired, including preferences for work setting, geographic location, and so forth.
- Education level
- Work experience
- Publications and presentations (summarize if necessary)

Recommended Format and Content for Job Seekers
(1 sheet of paper MAXIMUM, single or double-sided)

- Position description: responsibilities and job duties
- Organization information: type of business, number of employees, organizational culture
- Geographic location
- Travel and other requirements
- Minimum qualifications
- Salary/benefit information

Questions?

Contact Linda Sawin at (313) 417–1466 or linda_sawin@aoncons.com.

GENERAL SIOP CONFERENCE PRE-REGISTRATION FORM

For Office Use Only

Your Name as you want it to appear on your badge: ____________________

Your Affiliation as you want it to appear on your badge: ____________________

Address: ____________________

____

____

E-Mail: ____________________

Phone: ____________________

INSTRUCTIONS: The deadline for advance registration is March 15, 1999. Anything received after this date will be processed, but on-site fees will apply. Write your name as you wish it to appear on your Conference Badge. Please check the appropriate boxes and type or print clearly.

If registering for the Job Placement service, include your resume or job description, whichever is appropriate (2 pages maximum). Employers may list multiple positions for a total fee of $100.00.

If registering for the 5K Race/Fun Run or SIOpen Golf Outing, please fill out and mail the additional entry form(s) to the respective parties.

IMPORTANT: To receive a confirmation of your registration prior to the Conference, include a self-addressed, stamped envelope.

Mail this form with your payment (check, money order or credit card information) to:

SIOP
PO Box 87
Bowling Green OH
43402-0087

(Use 745 Haskins Rd, Ste D Bowling Green OH 43402 for overnight deliveries.)

Fax: (419) 352-2645
Phone: (419) 353-0032

CONFERENCE REGISTRATION

	AMOUNT
Fees are being paid by ☐ **myself** ☐ **my employer** ☐ **SIOP Member $65** (\$90 on-site) ☐ **SIOP Non-Member $130** (\$155 on-site) ☐ **Student $35** (\$45 on-site)	$ ______
WORKSHOPS—Please indicate your top six choices in order: Workshop # — Workshop Title 1st ____ ________________ 2nd ____ ________________ 3rd ____ ________________ 4th ____ ________________ 5th ____ ________________ 6th ____ ________________ *If your first six choices are unavailable, will you:* ____ Accept any open section ____ Request a refund of registration fee **WORKSHOP FEES: (Membership in SIOP will be checked)** ☐ **SIOP Member/Student Affiliate** **\$350** ☐ **Non-Member of SIOP** **\$500**	$ ______
JOB PLACEMENT SERVICE: Anonymous registration? Y/N ☐ **Student Job Seeker $40** ☐ **Job Employer $100** ☐ **Non-Student Job Seeker $45** ☐ **Intern Employer $100** ☐ **Internship Seeker $40**	$ ______
5K RACE/FUN RUN ☐**\$15** ☐**\$10 (Students)** (Send your entry form to Kevin Williams by March 15th)	$ ______
SIOPen Golf Outing ☐**\$50 per person** (Send your entry form to José Cortina by March 15th)	$ ______
PRE-CONFERENCE CNN STUDIO TOURS: April 29th **Regular Tour (45 min):** ☐**3:00 pm** ☐**5:00 pm** ☐**Either Time** VIP Tour (1:15 min): Available to the first 20 applicants. ☐**2:10 pm** ☐**4:10 pm** ☐**Either Time**	$ XXXXX
Charge my credit card (Visa, MasterCard, or American Express) ______________ Account Number ______________ Expiration Date ______________ Signature **GRAND TOTAL** (US Dollars, please)	$ ______

Pre-Conference CNN Studio Tour: What You Need To Know

This year, on April 29th, the SIOP Pre-Conference tour will visit CNN Center for a 45-minute walking tour[1] of "the most comprehensive news service in the world." This guided tour will include stops at the Control Room, the Special Effects Studio, the Main News Room, Headline News, and CNN International. The tour will also include exhibits on all 12 Turner Networks and Turner Companies such as the Atlanta Braves, Atlanta Hawks, and Turner Movie Studios—Castle Rock and New Line Cinema. It's a good guess that the tour will also swing by the Turner Store where CNN memorabilia will be available for purchase. The CNN Center is a short cab ride from the Atlanta Marriott Marquis and is located across from the Olympic Centennial Park, and the World Congress Center. SIOP has reserved two regular tours of 35 people each. On your General Conference Registration Form, check the box for either the 3:00 p.m. or 5:00 p.m. tour, if you have time constraints, OR check the "Either Time" box, if any time will do.

The first 20 registrants will be awarded, if they so desire, VIP tours of CNN Central. The two 1 hour and 15 minute VIP tours SIOP has arranged are limited to 10 people each and feature a visit to the working news floors, and a special CNN gift pack. To be eligible for the VIP tours at 2:10 p.m. or 4:10 p.m., check the appropriate box on your General Conference Registration Form. Again, if you have no time preference, check the "Either Time" box. Be sure to check a box for the regular tour as a back up. As usual, this is a first-come, first-served opportunity.

There is no charge for either the regular or the VIP tour. So get your registration in today! We will let you know on which tour we have you scheduled. Our thanks to Jaci Jarrett Masztal for arranging these tours for SIOP.

[1] N.B. All tours include stairs.

Pre-Conference Workshops: What You Need To Know

In an effort to accommodate the demand for Workshops, we have added two additional Workshops to our 1999 lineup. The detailed descriptions begin on page 119. We anticipate that Workshops will fill up quickly, so, ***register NOW to get the Workshop of your choice!*** We operate on a first-come, first-served basis. On-site Workshops registration is ONLY available if someone who has pre-registered for a Workshop fails to show up.

Date and Schedule

The Workshops will take place on Thursday, April 29, 1999—the day before the regular program of SIOP Conference begins. More specifically:

Registration:	7:15 a.m. – 8:30 a.m.
Morning Workshops:	8:30 a.m. – 12:00 p.m.
Lunch:	12:00 p.m. – 1:30 p.m.
Afternoon Workshops:	1:30 p.m. – 5:00 p.m.
Reception (Social Hour)	5:30 p.m. – 7:30 p.m.

How to Register

To register, complete the Workshops section of the General Conference Pre-Registration Form in the center of this booklet. Registration for the Workshops is on a first-come, first-served basis. One Workshop is a full day session ("A Day with Ed Schein"). All others are half-day sessions and will be presented twice—once in the morning and once in the afternoon. You must register for either the full day session or two half-day sessions (no half-day attendance).

The Workshops section of the form asks you to list your top six choices. Because Workshops fill up very quickly, we ask that you do list all six choices. Please list your choices in order of preference (1st is highest preference, 6th is lowest preference). If you list fewer than six Workshops and your choices are filled, we will assume that you are not interested in any other Workshops (unless you indicate on the General Conference Pre-Registration Form that you will accept any open section) and your Workshop registration fee will be fully refunded.

Cost

SIOP members and affiliates:	$350*
Non-members of SIOP	$500

(*Fees have been raised to cover increased expenses.)

Fees include all registration materials for two Workshops, lunch, and the social hour. Additional guest tickets for the social hour may be purchased at the door. The cost will be posted at the door of the social hour room.

If Your Organization is Paying by Check...

Please mail your General Conference Pre-Registration Form to the SIOP Administrative Office, even if your organization is sending a check separately. (Sometimes they don't send the form.) Indicate on the copy of the form that your organization is paying. Make sure your name is on the check. (Sometimes organizations don't indicate whom the payment is for.) Keep in mind that your registration will not be finalized until payment is received.

Cancellation Policy for Workshops

If you must cancel your Workshops registration, notify the SIOP Administrative office in writing. The address is: SIOP Administrative Office, P.O. Box 87, Bowling Green, OH 43402–0087 (use 745 Haskins Road, Suite D, Bowling Green, OH 43402 for overnight deliveries). The fax number is (419) 352–2645. Workshop fees (less a $60 administrative charge) will be refunded through March 26, 1999. A 50% refund will be granted between March 27, 1999 and April 16, 1999. No refunds will be granted after April 16, 1999. All refunds will be made based on the date when the written request is received.

CONFERENCE REGISTRATION DEADLINES

Pre-Registration for the Conference, Pre-Conference Workshops, Pre-Conference Tours, Job Placement Services, 5K Road Race/Fun Run and/or SIOpen Golf Outing:

March 15, 1999

Atlanta Marriott Marquis, Reservations (Conference Rate):

March 28, 1999

(Note that rooms at the conference rate may sell out before this date)

Pre-Conference Workshops: Thursday, April 29, 1999

1. **Corporate Renewal: How to Overcome Barriers to Alignment** by Michael Beer, Harvard Business School. Coordinator: Karen B. Paul.
2. **Recognition: It Ain't About Money! Best Practices from Companies that Have Proven the Way They Treat Their People Will Change Their Business** by Christine Postolos and Linda Simon, Pizza Hut. Coordinator: James Eyring.
3. **Process Consultation, Dialogue, and Organizational Culture: A Day with Ed Schein** by Ed Schein, Sloan School of Management, MIT. Coordinator: Ed Kahn.
4. **Structural Equations Modeling: A Primer** by Miguel A. Quiñones, Rice University. Coordinator: Steve Wunder.
5. **Here to Stay: Implementing Selection Programs That Last** by Sally Hartmann, Sears, and Don Moretti, Motorola. Coordinator: Rog Taylor.
6. **Marketing and Strategy for the I-O Psychologist** by Donna L. Neumann and Joanne Provo, Personnel Decisions International (PDI). Coordinator: Blake Frank.
7. **Accounting and Finance for the I-O Psychologist** by Peter M. Ramstad and Paul R. Bly, Personnel Decisions International (PDI). Coordinator: Blake Frank.
8. **Successful Succession Planning** by Jeffrey J. McHenry, Microsoft Corporation, Brian M. Stern, Saville & Holdsworth, Ltd. and Patrick Pinto, Pinto Consulting Group. Coordinator: Alberto Galué.
9. **Demystifying Executive and Managerial Coaching** by Skip Leonard and Marc Sokol, Personnel Decisions International (PDI). Coordinator: Kalen Pieper.
10. **Marrying People and Technology: Real World Stories, Lessons Learned, Assumptions Challenged** by Chuck Bennett, Shell Services International, Alison Eyring, Caltex Petroleum Corporation, and Shari Reynolds, Cool Pages, Inc. Coordinator: Karla Stuebing.
11. **Recent Developments in Employment Litigation** by Keith M. Pyburn, Jr., McCalla, Thompson, Pyburn, Hymowitz & Shapiro, LLP, and William W. Ruch, Psychological Services, Inc. Coordinator: Nancy Rotchford.
12. **Transporting Validity in the Real World** by Nancy T. Tippins, GTE, S. Morton McPhail, Jeanneret & Associates, Inc., Calvin C. Hoffman, Sempra Energy, and Wade M. Gibson, Psychological Services, Inc. Coordinator: Wade Gibson.
13. **Creating and Managing Effective Work/Life Balance Policies and Programs for the 21st Century** by Sara P. Weiner and E. Jeffrey Hill, IBM. Coordinator: Jack Kennedy.
14. **Building an I-O Consulting Practice** by Vicki Vandaveer, The Vandaveer Group, and William J. Hickl, Mann, Frankfort, Stein, & Lipp. Coordinator: Joan Rentsch.
15. **Business and HRM Strategy: Aligning Policies and Making It Happen** by Jack Militello, University of St. Thomas, and John Delery, University of Arkansas. Coordinator: Mick Sheppeck.
16. **Preparing for Employment Litigation and OFCCP Audits** by Robert K. Spotswood, Bradley, Arant, Rose, and White, LPI, and Joan Haworth, Economic Research Services. Coordinator: Susan Walker.

Description of SIOP Pre-Conference Workshops

Sponsored by the Society for Industrial and Organizational Psychology, Inc.* and presented as part of the 14th Annual Conference of the Society for Industrial and Organizational Psychology, Inc.

Thursday, April 29, 1999

Atlanta Marriott Marquis

CONTINUING EDUCATION AND WORKSHOP COMMITTEE

Angie McDermott (Chair), Dell Computer Corporation
James Eyring, Pizza Hut, Inc.
Blake Frank, University of Dallas
Alberto Galué, GTE Telephone Operations
Wade M. Gibson, Psychological Services, Inc.
Ed Kahn, Shell Oil Company
Jack Kennedy, Brecker & Merryman, Inc.
Karen Paul, 3M
Kalen Pieper, Bristol-Myers Squibb
Joan Rentsch, Wright State University
Nancy Rotchford, The Boeing Company
Mick Sheppeck, University of St. Thomas
Karla Stuebing, FDS Data Services, Inc.
Rogers Taylor, State Farm Insurance Companies
Susan Walker, Federal Express
Steve Wunder, The Kingwood Group, Inc.

*The Society for Industrial and Organizational Psychology, Inc. is approved by the American Psychological Association to offer continuing education for psychologists. The APA-Approved Sponsor maintains responsibility for the program. Seven (7) hours of continuing education credit are awarded for participation in either one (1) full day Workshop or two (2) half-day Workshops.

Workshop 1 (Half Day)

Corporate Renewal: How to Overcome Barriers to Alignment

Michael Beer
Harvard Business School

Organizational theorists generally accept that an organization's effectiveness is a function of alignment with its environment. Various elements such as structure, systems, leadership style, shared values, skills, and staff must be internally consistent and they must align with competitive strategy. A demanding competitive environment is forcing all corporations to make more frequent changes in strategy and to strive for higher levels of performance. More frequent and fundamental changes in organizational behavior are required. Most efforts to realign an organization are characterized by a variety of change programs—training, total quality management, structural changes, and reengineering, for example—that fail to achieve fundamental changes in behavior. Even when they do, they usually fail to develop the organization's capacity to adapt and change in the future.

Mike Beer will discuss six core barriers that block an organization from aligning with strategy, changing its culture and becoming a high-performance system. He will describe *Organizational Fitness Profiling*—a process he has developed in the last decade to aid management in overcoming barriers to organizational change. Organizational Fitness Profiling has been applied in a number of corporations at the corporate and business unit level. It is a powerful process that provides a top team with an unvarnished picture of the organization's pattern of behavior delivered by its own employees. And, the process guides the management team through a diagnosis, the redesign of the organization and its management processes, and finally through the change process itself. In effect, Fitness Profiling delivers an organizational performance appraisal and guides management through the whitewater of change.

Participants will be required to read a brief case study that will be discussed at the Workshop.

Michael Beer is Chaners-Rabb Professor of Business Administration at the Harvard Business School. Prior to joining the faculty at Harvard, he was Director of Organizational Research and Development at Corning Inc. He is currently teaching in the Advanced Management Program, and in a residence education program for senior executives from around the world. Mike's research interests are at the intersect of organizational effectiveness, organizational change, and human resource management. He has written numerous articles, book chapters, and several books. *The Critical Path to Corpo-*

rate Renewal, co-authored with Russell Eisenstat and Bert Spector, won the Johnson, Smith, and Knisely award for the best book on executive leadership in 1990, and was a finalist for the Academy of Management's George R. Terry Book of the Year award. Mike received the 1998 OD Institute award for the best OD Worldwide Project for his work with Organizational Fitness Profiling.

Mike Beer was Visiting Professor of American Management at Johann Goethe University in Frankfurt, Germany, and has been on the editorial boards of several journals. He was Program Chair for the Division of Industrial/Organizational Psychology, served as the division's representative to APA Council, was Chairperson of the Academy of Management's Organizational Development and Change Division, and served on the board of Governors of the Academy. He is Chairman of the Center for Organizational Fitness, has consulted with numerous corporations and was a member of the board of GTECH, Co.

Coordinator: **Karen Paul**, 3M

Workshop 2 (Half Day)

Recognition: It Ain't About Money! Best Practices from Companies that Have Proven the Way They Treat Their People Will Change Their Business

Christine Postolos and Linda Simon
Pizza Hut, Inc.

Do the people in your organization think recognition manifests itself on a wooden plaque with a brass nameplate? Think again! Recognition isn't about rewards; recognition is about behavior! Nothing motivates employees more than recognition for a job well done, and often the most sought-after kind of recognition isn't even tangible.

While traditional reward systems are designed to impact employee performance, this Workshop will show how a different type of reward—*recognition*—can impact retention, culture, and business performance. We will focus on how to build recognition into a company's culture and use recognition as a valid management tool with your workforce. Specifically we will cover:

- Fortune 500 companies that have embraced the "soft stuff" to drive the "hard stuff," with examples from organizations that use recognition to help drive business results.
- The difference between rewards and recognition—how compensation isn't necessarily the thing that will retain your people.

- How training can be used to build recognition as a tool used on a daily basis.
- How award programs can be designed to equally motivate performance and enhance the culture.

Christine Postolos is Manager of Rewards and Recognition at Pizza Hut, Inc. For the past 2 years, she has specialized in creating a recognition culture among Pizza Hut's company and franchise restaurants. In doing so, she has developed training modules and awards programs designed to reinforce behavioral and business results. At this year's National Conference, she spoke to the company's entire field organization about using recognition as a management tool.

Christine has published in magazines such as *Texas Business*, *The Journal for Methodist Hospital*, and the literary journal, *Cimarron Review*. She has spoken to organizations around the country about the importance of building recognition into a company's culture. Christine earned her M.F.A. from Emerson College and her B.S. from Boston University.

Linda Simon is Senior Manager of People Development at Pizza Hut, Inc., where she is responsible for developing leadership and career development programs for Pizza Hut executives and managers. She is also involved in a variety of organizational development initiatives for the company, including culture change, performance management, succession planning, women's issues, and organizational restructuring. During her tenure at Pizza Hut she has also worked as a human resource generalist for the corporate headquarters, where she was responsible for employee relations issues and executing various OD tools and processes including performance management, 360° feedback, recognition, individual coaching, and group facilitation.

Coordinator: **James Eyring**, Pizza Hut, Inc.

Workshop 3 (Full Day)

Process Consultation, Dialogue, and Organizational Culture: A Day with Ed Schein

Ed Schein
Sloan School of Management, MIT

This interactive Workshop is a chance to spend a day with one of the most distinguished leaders in the field of organization development. Ed Schein has shaped our thinking about process consultation in organizations and about culture and leadership. This Workshop is designed for experienced practitioners in organization development and consultation to explore and reflect in greater depth what it means to be a consultant—to be in a

"helping relationship." It will delve into the concept of culture and the implications of culture for the roles of leaders and of consultants. Drawing on his extensive thinking, writing, and practice, Ed will offer a mix of concepts and practical experience. He will introduce many case examples and stories into this conversation and will foster reflection and dialogue on participants' own experiences.

Edgar H. Schein is widely acclaimed as one of the founders of the field of organizational psychology. Ed has published extensively, including such books as *Career Dynamics* (1978), *Organizational Psychology* (1980), *Organizational Culture and Leadership* (2nd ed., 1992), *Career Anchors: Discovering Your Real Values* (1985), and best sellers such as *Process Consultation* (2nd ed., 1988) and *Organizational Psychology* (3rd ed., 1980), as well as numerous journal articles. He is co-editor with Richard Beckhard of the Addison-Wesley Series on Organization Development that has published over 30 titles since its inception in 1969.

Ed received his Ph.B. from the University of Chicago, his B.A. and M.A. from Stanford University, and his Ph.D. in social psychology from Harvard University. He is a Fellow of the American Psychological Association, the American Sociological Association, and the National Training Laboratories. He has been a management and organization development consultant to many corporations and foreign governments.

He served as the MIT Sloan Fellows Professor of Management from 1981 to 1991. Ed consults with organizations worldwide on culture, organizational development, and careers.

Coordinator: **Ed Kahn**, Shell Oil Company

Workshop 4 (Half Day)

Structural Equations Modeling: A Primer

Miguel A. Quiñones
Rice University

Do your eyes glaze over when you read a study containing LISREL or some other form of structural equations modeling (SEM) technique? Are the words Confirmatory Factor Analysis foreign to you? If so, this Workshop is for you. Participants interested in learning the basics of SEM will be exposed to the logic of these techniques as well as applications of SEM to real-world data analysis situations. In addition, popular statistical packages for conducting SEM will be demonstrated. After attending this Workshop, participants will be able to read and understand most SEM-related articles/studies as well as perform their own analyses. For beginners only: quant jocks need not apply.

Dr. Quiñones received his B.S. in psychology from Texas A&M University (1987) and M.A. (1990) and Ph.D. (1993) in I-O psychology from Michigan State University. He is currently Associate Professor of Psychology and Management at Rice University where he teaches courses in statistics, psychometrics, psychological testing, personnel selection, training, and motivation. He has published in journals such as *Personnel Psychology*, the *Journal of Applied Psychology*, and the *Training Research Journal* and has presented numerous papers at professional conferences. He is co-editor of "Training in a Rapidly Changing Workplace: Applications of Psychological Research" published by APA. Mickey has consulted with public and private organizations on various training design, evaluation, and transfer issues as well as other applied psychological projects. He is an active member of SIOP, APA, APS, and AoM. He also serves on the editorial boards of the *Journal of Applied Psychology*, *Personnel Psychology*, and *Human Factors*.

Coordinator: **Steve Wunder**, The Kingwood Group, Inc.

Workshop 5 (Half Day)

Here to Stay: Implementing Selection Programs that Last

Sally Hartmann
Sears, Roebuck and Co.

Don Moretti
Motorola

Do your company's senior managers understand the importance of professional selection? What role testing can and should play? The added value testing provides? And even if they do understand, do they think you can get them there "yesterday"? In this Workshop, two pros will describe successful selection programs at Sears and Motorola, summarize learnings, and provide integrated recommendations. Furthermore, they will ask participants to describe their own barriers in this area and will facilitate a discussion on how to overcome those barriers.

Recently, Sally Hartmann was responsible for constructing and implementing a new entry-level management selection process for Sears. Her overall goal was to design, package, and implement a fully integrated, up-to-date, highly professional, valid selection process that could and would be widely used by hiring managers with varying degrees of sophistication in testing. One component of the project was to develop and validate a new management selection test to replace Sears' highly regarded and long-used Executive Test Battery. Sally will describe the background and development of the new Management Selection Toolkit, and its validation and implementation. She will share her strategies for selling the new selection tests to potential users, training test administrators in their use, and orchestrating the

acceptance of the new testing program as part of the selection program for Sears' managers.

Don will describe a highly successful selection-testing program implemented globally at Motorola under his direction to select hourly manufacturing workers. He will describe the development of the program, the new test battery itself, the validity research conducted, and the tests' implementation in his organization. He will also share with participants his process for conducting an ROI utility study for the new test battery which was highly effective in selling the test battery to executives and which won for his group Motorola's highest honor, the CEO Quality Award.

This Workshop should be of interest to any in-house or consulting practitioners who want to improve their success rate in demonstrating the value of selection programs within organizations. Participants will come away with in-depth information about two state-of-the-art selection testing programs and will have been able to share ideas with other participants about strategies for creating and implementing selection programs that last.

Sally Hartmann received a Ph.D. in I-O psychology from the University of Illinois at Chicago in 1982 and joined Sears in 1984. In her current assignment as Vice President, HR Planning and Research, she and her team consult with all parts of the corporation on selection and performance management processes, multi-rater feedback systems, attitude survey programs, senior level succession planning, and various other initiatives. She has been deeply involved in Sears' transformation efforts and provides direct support to Sears' balanced scorecard reporting system. Sally served as chair of SIOP's Education and Workshop Committee for 3 years.

Don Moretti is Corporate Director of Strategic Human Resources Selection and Assessment with Motorola, based at Corporate Headquarters in Schaumburg, Illinois. Don and his team provide global leadership and management of Motorola's testing, selection, and skills assessment programs. Along with his team, Don was recently awarded Motorola's highest honor, the prestigious CEO Quality Award—only the 5th given in HR Motorola history—for work on the ROI of Skills Testing. A graduate of Elmhurst College, Don earned his M.A. in experimental psychology and his Ph.D. in I-O psychology from DePaul University in Chicago. Don's background includes both teaching and senior consulting experiences prior to joining Motorola. He currently serves as a reviewer for the *International Journal of Selection and Assessment*, *Consulting Psychology Journal*, and the *Journal of Business and Psychology*.

Coordinator: **Rog Taylor**, State Farm Insurance Company

Workshop 6 (Half Day)

Marketing and Strategy for the I-O Psychologist

Donna L. Neumann and Joanne Provo
Personnel Decisions International (PDI)

Increasingly, organizations are recognizing the strategic importance of investing in human resources. Organizations that closely align HR interventions with business strategy are able to gain significant competitive advantage. As a result, I-O psychologists need to have a good understanding of organizational strategy and its implications.

This Workshop will provide an introduction to some of the most commonly used marketing and strategy models and terminology. The session will include presentations, case studies, and application exercises designed to illustrate the value of translating organizational strategy into opportunities for HR interventions.

Topics will include:

- Overview of several of the most well-known and commonly used marketing and strategy models.
- How to contribute your knowledge of workforce capabilities to the strategy formulation and implementation process.
- "Do's and don'ts;" What we can learn from well-known successes and failures in the knowledge economy.

Donna L. Neumann is a consultant at Personnel Decisions International (PDI). After earning her master's degree in Finance and Marketing from the Kellogg School of Management at Northwestern University, she held positions in planning, operations development, and training at several consumer products companies: The Pillsbury Company, Burger King Corporation, and Pepsi-Cola Company. Donna is the co-creator and instructor of two educational programs for HR professionals: "Increasing Business Impact as an HR Manager" and "Enhancing Your Role as a Strategic Partner." She works with clients on measuring and improving the value created by HR investments, and also contributes her business expertise to the design of PDI's assessment tools.

Joanne Provo is a consultant at Personnel Decisions International (PDI). She received her M.B.A. from DePaul University, and is currently a Ph.D. candidate in Human Resource Development at the University of Minnesota. Prior to joining PDI, Joanne held a variety of positions in finance, organizational strategy, and planning at United Defense, L.P., FMC Corporation, Northrop Corporation, and Republic Precious Metals. She assists organizations in aligning their strategic objectives with Human Resource initiatives to

enhance performance. Joanne has extensive teaching and training experience in the areas of financial planning and analysis, human resource development, organizational strategy, and decision skills. She is a member of the Executive MBA faculty at the University of St. Thomas.

Coordinator: **Blake A. Frank**, University of Dallas

Workshop 7 (Half Day)

Accounting and Finance for the I-O Psychologist

Peter M. Ramstad and Paul R. Bly
Personnel Decisions International (PDI)

Finance is the language of business. While I-O psychologists have significant measurement expertise, they may lack knowledge of the basic measures of capital such as; net present value (NPV), return on investment (ROI), earnings per share (EPS), and so forth.

This Workshop will cover the basics of financial reporting and analysis in a systematic fashion. Topics will include:

- Sources of financial data.
- Definitions of key terms and concepts.
- Principles for enhancing market value.
- Operational analysis.
- Topics of special interest to HR professionals.

Peter M. Ramstad is Senior Vice President and Chief Financial Officer of Personnel Decisions International (PDI). Pete began his career in public accounting, rising to the ranks of partner in a major public accounting firm. Since joining PDI 8 years ago, he has spent a significant amount of time adapting financial models and tools to help HR professionals make better investment decisions. Pete has taught Finance, Accounting, and Strategy in many environments, including the University of Minnesota Executive Education program, Human Resource conferences, and state and local bar associations. He specializes in making business concepts accessible and relevant to HR professionals.

Paul R. Bly is a consultant at Personnel Decisions International (PDI). He has an M.S. in I-O psychology from Texas A&M University, where he did additional work in Finance and Accounting. Since joining PDI, he has developed staff planning models, designed and delivered training courses on analyzing the economic impact of HR investments, and consulted with organizations on measuring the ROI of training programs. In other settings, he has played a leading role in designing a system for auditing performance

measurement systems, and has assisted with the design and delivery of assessment centers.

Coordinator: **Blake A. Frank**, University of Dallas

Workshop 8 (Half Day)

Successful Succession Planning

Jeffrey McHenry
Microsoft Corporation

Brian Stern
Saville & Holdsworth, Ltd.

Patrick Pinto
Pinto Consulting Group

One of the inherent challenges facing any organization is identifying and developing individuals who are capable of leading the organization to success in the future. An effective succession planning system, tightly linked to a strong leader development program, is one of the primary means for ensuring leadership continuity.

The principal goal of this Workshop is to help practitioners design or upgrade their succession planning system. The Workshop will include a mix of presentation, discussion, and hands-on exercises. During the course of the Workshop, participants will:

- Learn about four major models/approaches to succession planning.
- Discuss the critical design elements that must be considered in developing a succession planning process.
- Review the results of a survey of succession planning practices at a sample of Fortune 500 companies.
- Learn how to use a competency model to link succession planning to an organization's business strategy and culture.
- Practice using a competency model to make judgments about potential successors and their development needs.

The Workshop will be principally targeted at succession planning professionals. Those who will benefit the most are experienced succession planning professionals interested in benchmarking their organization's practices against other organizations or picking up new tips and pointers from fellow professionals. Similarly, the Workshop will be useful to those professionals who have recently been given a new assignment for succession planning and are interested in learning what approaches are available. The plan for the Workshop is to include both discussion time—so participants can learn from one another, and hands-on exercise time—so participants can gain first-hand

experience working with succession planning tools. We also welcome participants with an interest in succession planning who simply want to learn more about the topic.

Jeffrey McHenry has held a variety of HR positions at Microsoft, including Director of Executive and Management Development, where he was responsible for identification and development of high-potential managers. Jeff is currently Human Resources Director for Microsoft's Product Support Services, where he is in the midst of implementing a succession planning process and leadership development program for the division's high-potential managers. Jeff received his Ph.D. in differential psychology from the University of Michigan in 1988.

Brian Stern is Managing Director of the Cleveland office of Saville & Holdsworth, Ltd. Brian specializes in helping clients develop human resource management strategies that support their business objectives. Much of his work is in the area of management development, organizational assessment, selection system design and competency analysis, and development. Brian received his Ph.D. in I-O psychology from George Washington University in 1987.

Patrick Pinto is President of the Phoenix-based Pinto Consulting Group, a firm specializing in human resource planning and development. His areas of expertise include executive succession planning, management development, performance measurement, training, and career development. Pat has run workshops on succession planning and management development throughout the world. Patrick received his Ph.D. in industrial psychology from the University of Georgia in 1970.

Coordinator: **Alberto J. Galué**, GTE Telephone Operations

Workshop 9 (Half Day)

Demystifying Managerial and Executive Coaching

H. Skipton Leonard and Marc Sokol
Personnel Decision International (PDI)

Coaching continues to be popular among managers and executives. What exactly do experienced coaches do that makes a difference for their clients? What assumptions about how people develop affect the way we choose to coach and what we focus on? Is coaching just the "art of being helpful" or are there also a set of principles that can help us more effectively meet the needs of our clients? This half-day Workshop is for anybody who currently does coaching or believes they have the skills to be an effective coach. We focus on the "nuts and bolts" of coaching and will observe these

skills in action. Our purpose is to provide an opportunity to learn about effective coaching practices and to compare what works for different coaches.

H. Skipton Leonard, Ph.D. is an Executive Consultant and head of the coaching practice in Personnel Decisions International's Washington, D.C. office. He has over 20 years of experience helping organizations hire, retain and develop the best executive and managerial talent. Skip has also consulted closely with management in efforts to manage significant and fundamental changes in organizational structure, work processes, strategy, and culture. Skip received his doctoral degree in psychology from New York University and completed a postdoctoral fellowship in organizational consultation at NIH. He was elected the President of APA Division 13 (Consulting Psychology) for 1997–98 and also served as editor of *Consulting Psychology Journal: Practice and Theory*, published by APA, from 1991–97. He has been a frequent presenter at APA and national conferences on consultation, has numerous publications and presentations to his credit, and has co-authored a graduate-level management textbook.

Marc Sokol, Ph.D. is General Manager for the Washington, D.C. office of Personnel Decisions International (PDI). He supports PDI and its clients in the areas of assessment and coaching, multi-rater feedback, training, organization and management development. Marc received his doctoral degree in I-O psychology from the University of Maryland. Since 1980, he has provided training and development services to managers, teams and organizations within the federal government, to AT&T and Bell Laboratories, and to smaller companies and consulting firms. Marc has also served as adjunct faculty to the psychology department at Rutgers University and to the management department at New York Polytechnic University. In 1997, he was guest editor for *Consulting Psychology Journal's* special issue on change management.

Coordinator: **Kalen Pieper**, Bristol-Myers Squibb

Workshop 10 (Half Day)

Marrying People and Technology: Real World Stories, Lessons Learned, Assumptions Challenged

Chuck Bennett
Shell Services International

Alison Eyring
Caltex Petroleum Corporation

Shari Reynolds
Cool Pages, Inc.

Most organizations have no choice but to introduce technology to stay competitive. Bringing in technological solutions is not as easy as opening a box and plugging the new system in. In this Workshop, participants will hear case studies of implementation from the point of view of the internal facilitator/coordinator and the external vendor. The format will be a combination of presentations and discussion. Anyone who is involved with selecting or placing technology in their organization will benefit from this opportunity to talk with others who have seen the process through from first inspiration to last evaluation.

Case studies include:

- A look back at major technology-driven change in a large, complex business system.
- Enabling a global organization to leverage intranet technology.
- Implementing technology from the consultant's point of view—When do you give them what they want?

Chuck Bennett is currently the Global Practice Leader for Shell Services International, Inc., with teams of OD practitioners in the U.S., Europe, Asia, and Australia providing OD services to Royal Dutch Shell and other companies throughout the world. A University of Nebraska graduate in Electrical Engineering, he was a USAF pilot from 1965–1970. From 1970 until 1981, he fulfilled a number of line and OD manager roles at Proctor and Gamble, including involvement in socio-technical organization design for Bounce, Puffs, Pampers, Pringles, and other manufacturing plants. From 1982 through 1997, he has been the OD Manager for a number of Shell operating companies and has carried out multiple re-engineering and change management projects at the corporate level.

Alison R. Eyring, Ph.D. is Manager of Strategic and Performance Alignment at Caltex Petroleum Corporation. She currently manages the department responsible for the design and implementation of an integrated system of alignment and accountability, including the use of the balanced

scorecard across multiple business units. She also serves as the leader of the company's intranet "Development Association." Prior to Caltex, she worked for PepsiCo Food Services and Texaco, Inc. in the areas of OD/OE, and was director of the Institute for Diversity and Cross-Cultural Management at the University of Houston, College of Business Administration. She also currently teaches cross-cultural management in a long distance MIMs program at the University of Texas, Dallas.

Shari Reynolds is the President of Cool Pages, Inc. Shari founded the company in 1994 focusing on Internet marketing sites, intranet information delivery systems and corporate training. Clients include corporate leaders like Dell Computer Corporation, IBM, Caterpillar, and Siemens-Rolm. Cool Pages also works with small and medium-sized businesses helping them develop strategic web sites for promoting products and services. Shari attended the University of Texas. With a background in documentation, training development, and user interface design, Shari guides the technical and creative process of building unique web sites.

Coordinator: **Karla Stuebing**, FSD Data Services, Inc.

Workshop 11 (Half Day)

EEO Update: Recent Developments in Employment Law

Keith M. Pyburn, Jr.
McCalla, Thompson, Pyburn, Hymowitz, & Shapiro, LLP

William W. Ruch
Psychological Services, Inc.

This Workshop will cover recent developments in national and state equal employment opportunity law. It will differ from the EEO Update offered last year in that the emphasis will be on the design of programs to ensure company compliance. The Workshop will present what employers should do to prevent successful challenges to their recruiting, selection, hiring, promotion, and other personnel practices and procedures. The application of recent developments affecting affirmative action programs will be discussed in terms of specific actions employers must take. New cases under the ADA will be discussed including their application to personality and integrity testing.

Keith M. Pyburn, Jr. is Managing Partner of McCalla, Thompson, Pyburn, Hymowitz, & Shapiro, LLP. Following his 1974 graduation from Tulane Law School, where he was a member of the Moot Court Board, he clerked for Chief Justice John Dixon of the Louisiana Supreme Court. Keith is a member of the Equal Employment Opportunity Law Committee of the American Bar Association's Labor and Employment Relations Law Section

and is a Fellow of the American College of Labor and Employment Lawyers. He recently chaired the Louisiana State Bar Association's Labor Law Section. Keith regularly litigates employment discrimination and personnel selection issues in both federal and state courts.

William W. Ruch is President of Psychological Services, Inc., a consulting firm specializing in the development and validation of tests and other assessment procedures, consulting in HR issues, and providing litigation assistance and expert testimony in employment discrimination lawsuits. Bill has served as a consultant and expert witness in dozens of cases in which technical issues concerning validation and the analysis of employment statistics were litigated. A familiar Workshop leader at SIOP, Bill also served on SIOP's Advisory Committee for drafting SIOP's *Principles for the Validation and Use of Personnel Selection Procedures.*

Coordinator: **Nancy L. Rotchford**, The Boeing Company

Workshop 12 (Half Day)

Transporting Validity in the Real World

Nancy T. Tippins
GTE Telephone Operations

S. Morton McPhail
Jeanneret & Associates

Calvin C. Hoffman
Southern California Gas Company

Wade Gibson
Psychological Services, Inc. (PSI)

This Workshop will explore the problems and issues associated with transporting validity in real world situations. There is little guidance from legal and professional documents and apparently no one "right" way to conduct a transportability study. The Workshop leader will review the information contained in documents such as the *Uniform Guidelines*, the *Standards for Educational and Psychological Testing*, the *Principles for the Validation and Use of Personnel Selection Procedures*, relevant court cases, and relevant I-O literature.

The Workshop will then highlight issues that practitioners must confront such as:

- Units of comparisons (e.g., tasks to tasks, KSAOs to KSAOs).
- Limits of transportability (e.g., same job to same job in different locations, similar job to similar job, job component to job component, KSAO to KSAO).

- Circumstances requiring a transportability study (e.g., same job at a different location?).
- Transportability in situations where the concept of job is non-existent.
- Appropriate measures of similarity.
- Degree of similarity required.
- Comparison of pros and cons for a transportability study, local validity study, validity generalization study, no study.
- Alternatives to transportability (e.g., validity generalization, synthetic validity, component validity).

Three experienced practitioners will present examples of their work transporting validity from one situation to another and discuss how they have answered these kinds of questions in specific, real world situations. The Workshop will close with a group discussion of the questions on transportability that are posed.

Nancy T. Tippins is the Director of Employee Capability and Competency Design at GTE Telephone Operations in Irving, Texas where she is responsible for Selection Methods, Staffing Policies and Procedures, Career Planning, and Leadership Development. Nancy is a Fellow of SIOP and APA, and is currently Member at Large for SIOP and serves on APA's Board of Professional Affairs. She is a member of several private industry groups including the Dearborn Group, the National Staffing Forum, and the Equal Employment Advisory Council's Ad Hoc Committee on Employee Selection. She received her M.S. and Ph.D. in I-O psychology from the Georgia Institute of Technology.

S. Morton McPhail received his doctorate from Colorado State University and is a Principal and Vice-President of Jeanneret & Associates where he has served as Project Manager and Principal-in-Charge for dozens of test validation projects in both the public and private sectors. His work has included development and implementation of procedures for transporting validity evidence within and across organizations and job families. Mort has served as expert counsel and provided testimony in numerous matters of litigation during his 20-year consulting career and also serves on the SIOP State Affairs Committee.

Calvin C. Hoffman is Operations Quality Consultant with Southern California Gas Company, the country's largest distributor of natural gas. He is responsible for the measurement and improvement of customer satisfaction metrics and for internal process improvement consulting. He holds a B.S. degree in psychology from Kansas State University and M.A. and Ph.D. degrees in I-O psychology from the University of Nebraska. Cal is on the editorial board of *Personnel Psychology*, and is a member of the Personnel

Testing Council of Southern California, SIOP, and the American Society for Training and Development.

Wade Gibson received his Ph.D. in industrial psychology from Bowling Green State University and is Director of Test Publications for PSI where he has managed dozens of research projects involving procedures used to transport validity for PSI-published tests. In consulting activities at PSI, he has developed and implemented similar procedures used to transport validity for client proprietary tests and has provided litigation support and expert witness testimony in matters involving validation and employment statistics. Wade has published numerous scholarly and professional papers on various testing issues.

Coordinator: **Wade Gibson**, Psychological Services, Inc. (PSI)

Workshop 13 (Half Day)

Creating and Managing Effective Work/Life Balance Policies and Programs for the 21st Century

Sara P. Weiner and E. Jeffrey Hill
IBM

To be competitive in the 21st century, companies must create and effectively manage successful work/life balance policies and programs. Corporate research indicates that the inability of employees to simultaneously meet business needs and personal/family responsibilities is linked to attrition. In addition, there is evidence that successful work/life balance is related to other valued business outcomes (e.g., productivity, morale) for both men and women.

This Workshop will begin by providing a frame of reference for why work/life balance policies and programs have become of strategic importance, including demographic changes, legislation, and opinion data. Next the Workshop will focus on work/life balance policies and programs that have worked, including dependent care initiatives, flexibility in the timing and location of work, coping with work/life stress, barriers and facilitators to successful program implementation, and program evaluation. Finally, the Workshop will focus on the future to discuss creative policies and programs for the 21st century.

As we move into the new millennium it is clear that effectively dealing with work/life issues is a business imperative for companies to be competitive in a global economy. By attending this Workshop you will be in a better position to suggest how employees can maximize their productivity and

contribution to the work place while they also fulfill their personal/family responsibilities.

Sara P. Weiner is a program manager for Global Employee Research in IBM. She received her masters and Ph.D. in I-O psychology from the University of Connecticut (1988 and 1990, respectively). Sara was the project manager for the 1991 Work and Life Issues Survey at IBM, as well as other work/life and telework projects. In addition, she has conducted research in areas such as empowerment, teams, culture change, downsizing, skills, and retention. Currently, Sara telecommutes from her home in Tucson, Arizona working on "virtual" teams with IBM colleagues around the world.

E. Jeffrey Hill is a program manager for Workforce Diversity in IBM. He received a Masters in Organizational Behavior from Brigham Young University in 1984, and a Ph.D. in Family and Human Development from Utah State University in 1995. Jeff has been the lead researcher for IBM work/life surveys in the United States, Europe, and Latin America. Though his IBM work group was physically housed in North Tarrytown, New York, Jeff telecommuted from his home in Logan, Utah for 7 years. Currently he is on IBM faculty loan as a visiting professor to Brigham Young University in Provo, Utah, where he is developing and teaching a work and family course for the School of Family Life and the Marriott School of Management.

Coordinator: **Jack Kennedy**, Brecker & Merryman, Inc.

Workshop 13 (Half Day)

Developing an I-O Consulting Practice

Vicki V. Vandaveer
The Vandaveer Group, Inc.

William J. Hickl
Mann, Frankfort, Stein, & Lipp

Thinking of going into consulting…or perhaps even going out on your own? This Workshop may help you decide whether you should, what kinds of consulting, what kind of firm, and whether and how to launch your own firm. The primary focus is on external consulting, but many aspects apply to developing an internal consulting practice as well.

Learning Objectives:

- Enhance knowledge of the art of consulting, and awareness of some professional practice and ethical issues you may encounter.

- Have better insight into consulting strategy—from a systems and business perspective.
- Better understand whether and how to start your own consulting firm—issues, competencies, success criteria, common misconceptions, typical mistakes, pitfalls, and how to avoid them, the rewards, how to get started, and how to survive.
- Learn the basics of owning and running a small business—(a) financials: profitability, cash flow, taxes, insurance, employee benefits, payroll, and so forth, (b) important advisors to have; (c) things to know about partnerships, sub-contracting, and virtual officing.

The Workshop format will include some lectures, results of a survey of I-O consulting firms, case studies, exercises, war stories, a self-test to indicate what kind of consulting you may be better suited for, and a facilitated discussion segment so that participants can ask questions and share experiences, thereby enriching the experience for everyone.

Vicki V. Vandaveer, Ph.D. is President and Founder of The Vandaveer Group, Inc., a Houston-based management consulting firm that specializes in organization and management effectiveness and change, and organizational assessment and problem solving. Prior to starting her own company in 1993, Vicki spent 12 years in industry as an internal consultant and manager (Shell and Southwestern Bell), and 4 years as an external consultant with a small I-O firm and a large international firm. She is an adjunct professor of psychology at the University of Houston and Rice University, a Fellow of SIOP and APA, and currently chairs APA's College of Professional Psychology. Her Ph.D. is in I-O psychology from the University of Houston. Vicki serves on the U.S. State Department's Board of Examiners for the Foreign Service, and is a member of the executive committee of the National Academy of Sciences Board on Testing and Assessment.

William H. Hickl, C.P.A., is a Partner with Mann, Frankfort, Stein, & Lipp, a prominent CPA and financial consulting services firm in Houston. He provides financial consulting services to privately owned businesses, personal service corporations, and high net-worth individuals, including partnership and corporate transactional planning and other types of tax planning and compliance. Bill serves a key role for The Vandaveer Group, advising Vicki not only on the tax implications of various decisions, but also in enhancing profitability, maximizing cash flow, and negotiating contracts.

Coordinator: **Joan R. Rentsch**, Wright State University

Workshop 15 (Half Day)

Business and HRM Strategy: Aligning Policies and Making it Happen

Jack Militello
University of St. Thomas

John Delery
University of Arkansas

Most business scholars and HR practitioners agree that an organization's HRM policies and practices must support its marketplace activities. In fact, over the past decade the focus on HRM strategy development in the context of business partnership and change leadership has received as much attention as administrative and employee advocate activities within the HR function. However, both case studies and empirical research have indicated that it is far easier to ascribe a strategic role to the HR function and design an HRM strategy on paper than achieve a fully integrated system of business and HRM policies and practices.

This Workshop will integrate three topics dealing with the synergy of business and HRM policies and practices. In the initial segment, the presenters will describe approaches for framing an organization's business design that lead rationally to specific HRM policies and practices. A specific approach, "core/risk analysis," will be discussed in detail. The second segment will present state-of-the-art information relative to HRM systems (i.e., bundles of policies and practices that form coherent gestalts within an organization affecting both specific employee behavior and overall organizational effectiveness). In the final segment, a model for aligning competitive strategy and HRM policy and practices will be presented and reviewed in detail. Within each segment of the Workshop, participants will be provided with measurements and encouraged to apply the assessment to their own firms as a learning experience.

John E. Delery is an Associate Professor of Management in the College of Business Administration at the University of Arkansas. He received his Ph.D. in Management from Texas A&M University. His current research interests include the strategic management of human resources, the structure of human resources management systems, and the selection interview. Specifically, he is interested in how the management of human resources influences organizational performance and profitability. His research has been funded by the National Science Foundation and the U.S. Department of Transportation.

John has published articles in the *Academy of Management Journal*, *Human Resource Management Review*, *Journal of Organizational Behavior*, *Journal of Applied Social Psychology*, and the *International Journal of Selection and Assessment*. He serves on the editorial board of *Quality Management Journal* and has served as an ad hoc reviewer for the *Academy of Management Journal*, *Human Resource Management Review*, and *Journal of Organizational Behavior*, and *Personnel Psychology*.

Jack Militello is an Associate Professor of Management at the University of St. Thomas in St. Paul, Minnesota. He is also a Principal with Pinnacle Consulting Group in Eagan, Minnesota. He holds a Ph.D. in Business and Applied Economics from the Wharton School of the University of Pennsylvania, an M.A. in Communications from the University of Colorado and a B.A. in Philosophy from Boston College. Before entering the academic and consulting fields, he enjoyed 10 years of business experience, including 5 with the Consolidated Rail Corporation in Philadelphia where has was involved in organizational restructuring. He now teaches strategic planning and business policy at both the undergraduate and graduate levels.

Jack's recent research and publications focus on issues of strategy and business design. During 20 years of consulting he has worked with over 50 organizations from the business, government, and nonprofit sectors.

Coordinator: **Mick Sheppeck**, University of St. Thomas

Workshop 16 (Half Day)

Preparing for Employment Litigation and OFCCP Audits

Robert K. Spotswood
Bradley, Arant, Rose, and White, LPI

Joan Haworth
Economic Research Services

This workshop will focus on the use of statistics in OFCCP audits and employment litigation. It will address the common techniques used by labor economists and employment statisticians to assess the adverse impact of personnel selection tools on protected groups, and, when impact exists, to explain whether the differential is based on legitimate nondiscriminatory factors. It will also provide practical guidance on how to present statistical evidence clearly and persuasively. Finally, this workshop will provide an assessment of the current trends in case law on the use of statistical evidence in employment litigation.

Robert K. Spotswood is a Partner at Bradley, Arant, Rose, and White, LPI, in Birmingham, Alabama. He has worked as a defense lawyer in em-

ployment cases for over 20 years and has litigated a number of employment testing cases. In addition, he currently represents major corporations in OFCCP audits and litigation. Robert is a 1977 graduate of the University of Virginia Law School.

Joan Haworth is CEO and founder of Economic Research Services, Inc. An economist and statistician, she has furnished statistical and economic testimony in over 60 cases in federal and state courts on issues including employment discrimination, lending decisions, fair housing, and voting rights. She is the author of over 30 publications and research papers that have appeared in economic, statistical, and legal journals. Joan has a Ph.D. in Economics from the University of Oregon. Prior to founding Economic Research Services, Inc., she was a tenured faculty member in the Department of Economics and also served as the Director of the Census Processing Center at Florida State University.

Coordinator: **Susan Walker, Federal Express**

8th Annual SIOP 5K Race/Fun Run: What You Need to Know and Entry Form

Once again, there will be a 5K Race/Fun Run at the annual SIOP Conference. This year's run will be held on Saturday morning (May 1st). The exact location and time (probably 7:00 am) have not been set yet, but will be announced in TIP and SIOP's website well in advance of the Conference. Over 100 runners/walkers participated in last year's event. Walkers are welcomed. T-shirts will be given to all participants and awards will be given to the top three male and female finishers within each age bracket. There will also be the standard team competition (See below). Please try to join us this year. It's a great chance to catch up with or run into old friends and colleagues.

To pre-register for the race, **copy, fill out, and mail this form by March 15th to: Dr. Kevin Williams, University of Albany—SUNY, Albany, NY 12222–0001.**

Be sure also to check the appropriate box on your General SIOP Conference Pre-Registration Form and **include payment for the race in your Conference fees.** The registration fee is $15 ($10 for student affiliates). There will be on-site registration, but we encourage interested parties to pre-register by March 15, 1999. If you have any questions about the race, e-mail or call Kevin Williams at SUNY–Albany: kjw11@cnsibm.albany.edu; (518) 442–4849.

Entry Form for 5K Race/Fun Run

Name: ____________________

Address: ____________________

____

____

Telephone: ____________________

E-Mail: ____________________

T-Shirt Size: ___ L ___ XL

Team Entry:

_____ Advisor-Advisee (other team member: ____________________)

_____ Mixed-Doubles (other team member: ____________________)

_____ Scientist-Practitioner (other team member: ____________________)

_____ 4-person University or Organization team (Names: ____________________
____________________)

1999 SIOpen Golf Outing

Thursday, April 29, 1999
Stone Mountain Park G.C.—The Lakemont Course
13:00 Shotgun Start

*** * MARCH 15, 1999 ENTRY DEADLINE * * ***

Chuck ("Two Down") Lance and Jose ("Dormie") Cortina invite you to participate in the 3rd Annual SIOpen Golf Outing at the Stone Mountain G.C. Lakemont Course the afternoon of April, 29,1999 in Stone Mountain, GA just prior to this year's SIOP meeting. Stone Mountain Park is about 30 minutes drive due east of the Atlanta Marriott Marquis just off the Stone Mountain freeway (US-78). The 1998 SIOpen at Chase Oaks G.C. in Plano, Texas was well attended with 14 participating foursomes. We hope you can join us (again) this year.

And bring the family along! Stone Mountain Park is the second most popular attraction in the U.S. (next to Disneyworld). The park offers walking trails and a skylift to the top of Stone Mountain, an international tennis center (site of the 1996 Olympic tennis events), paddlewheel riverboats, a Civil War museum, petting zoo, a nightly laser show, and other attractions (for additional details visit www.stonemountainpark.org and www.globolnet.com for information on the Stone Mountain area).

The format for the 1999 SIOpen will again be a 4-person scramble (each team member hits a tee shot, select the best shot, each team member hits from there, select the best shot again, etc.). Form your own team or José and Chuck will team you up. The entry fee of $50 includes greens fees, electric cart, and prizes (longest drive, closest to the pin, etc.). Players of *ALL* skill levels are welcomed: teams will be appropriately handicapped. Defending "champions" are Team Big Dawg from UGA (see the July, 1998 issue of TIP for Mickey Kavanagh's recap of the action). Winners of the 1999 SIOpen will retain the coveted "Hugo Cup" until the 2000 SIOpen in New Orleans.

To register for the 1999 SIOpen, complete the entry form on the next page and mail it to José Cortina, Psychology Department, MSN3F5, 4400 University Dr., George Mason University, Fairfax, VA 22030. Completed entry forms must be received by March 15, 1999. Be sure also to indicate your participation in the Golf Outing on your General SIOP Conference Pre-Registration Form and include payment for the event in your grand total.

Third Annual SIOpen Golf Outing Entry Form

Stone Mountain Park G.C.–The Lakemont Course
Stone Mountain, GA

Thursday, April 29, 1999–Shotgun Start @ 13:00
Format: Four-person scramble

Application Deadline: March 15, 1999* Entry Fee: $50/person**
Prizes: "Hugo Cup" to First Place team; closest to pin, longest drive, low gross.

Please print or type legibly.

Team Name:† ______________________

Team Captain: ______________
(or Individual)
Address: ______________
City/St/Zip: ______________
Phone: ______________
E-Mail: ______________
Handicap/Average Score‡: ______

Team Member #2: ______________
Address: ______________
City/St/Zip: ______________
Phone: ______________
E-Mail: ______________
Handicap/Average Score‡: ______

Team Member #3: ______________
Address: ______________
City/St/Zip: ______________
Phone: ______________
E-Mail: ______________
Handicap/Average Score‡: ______

Team Member #4: ______________
Address: ______________
City/St/Zip: ______________
Phone: ______________
E-Mail: ______________
Handicap/Average Score‡: ______

*Mail application to José Cortina, Psychology Department, MSN3F5, 4400 University Dr., George Mason University, Fairfax, VA 22030. Include payment with fees on General Conference Pre-Registration Form. Contact Chuck ("Two Down") Lance (V: (706) 542–3053, E: clance@arches.uga.edu) or José ("Dormie") Cortina (V: (703) 993–1347, E: jcortina@osfl.gmu.edu) for more information. **Includes greens fee, cart, and prizes. †Enter individually, or up to a full 4-person team. ‡**Honest!**

FLY DELTA AIR LINES

Fly Delta Air Lines and you can save 5% to 15% off any regular airfare to SIOP. To get the discount, call Delta Meeting Network Reservations at (800) 241–6760 or have your travel agent call for you and mention SIOP's File: 121928A.

If you make your reservations at least 60 days in advance of your first flight, you'll save 10% off any discounted fare, and 15% off full coach fares, from anywhere in the U.S. (including Alaska and Hawaii), Canada, Mexico, or from selected Caribbean islands. If you make your reservations less than 60 days and more than 7 days before your first flight, you'll save 5% off any discounted fare, and 10% off full coach fares, from anywhere in the U.S. or Canada.

SIOP earns one free round-trip airfare within the continental U.S. for every 40 round-trip flights booked through this service. SIOP uses these certificates for official SIOP business (e.g., visits to investigate future sites for the SIOP conference), so please consider flying Delta to this year's Conference.

TRANSPORTATION FROM THE AIRPORT TO THE HOTEL

Taxis from the airport to The Atlanta Marriott Marquis typically run about $17.00 one way.

The Atlanta Airport Shuttle picks up passengers at the airport's Ground Transportation—Shuttle #10 bay every 15–20 minutes between 7:00 am and 11:00 p.m. Reservation must be made for pick ups at any other time. The one way cost is $10.00 for door-to-door service. Roundtrips are $17.00.

MARTA, Atlanta's public transit, runs from the airport to Peachtree Center, a mall connected by a walkway to the hotel. It's about a five-minute walk from the mall to the lobby. One way cost is $1.50.

IOTAS

Allan H. Church
W. Warner Burke Associates, Inc.

As always, send your accolades, new assignments, interesting trivia bits, professional updates, and anything else (well, almost anything) else you'd like to share with fellow SIOPians to Allanhc96@aol.com.

Awards

Congratulations are definitely in order for SIOP Fellow **Edwin A. Fleishman**, Distinguished University Professor Emeritus at George Mason University, who recently received notification from APA that he had been selected as the recipient of the American Psychological Association's 1998/1999 Award for Distinguished Contributions to the International Advancement of Psychology. The award was given for his "sustained and enduring contributions to international cooperation and advancement of knowledge in psychology." You can send your salutations to MRIEAF@aol.com.

People on the Move

Mickey Kavanagh, SIOP Fellow and past editor of *TIP*, sent me an update recently to let everyone know that while he has indeed retired after 8 years as editor of *Group & Organization Management* (P. Christopher Earley has taken over the editorship duties), he is keeping busy in his new role of Director of the Ph.D. Program in Organizational Studies at the University at Albany. His son, Tim, is starting Wake Forest this Fall. You can e-mail Mickey at mjk04@csc.albany.edu.

Maureen Conard informed me that she took a position in the Psychology Department at Sacred Heart University in Fairfield, CT last year. She also had this to say about my first issue of *TIP*: "Thanks for reminding us what IOTAS stands for. I know **Steve Ashworth** and I remember when he named the column and I can't tell you how many times I've tried to recall what that 'S' stood for!" She can be reached at ConardM@sacredheart.edu.

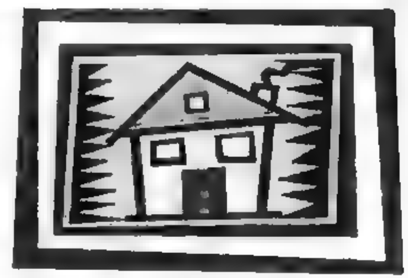
Scott Martin e-mailed (75777.77@compuserve.com) to say that he is leaving NCS (formerly London House, which was a division of McGraw-Hill) in Chicago and is taking a position at DDI in Pittsburgh.

After nearly 15 years with IBM, **Pat Pedigo** has made the jump to PricewaterhouseCoopers as a Principal Consultant in their Strategic Change Group in NYC. Her focus there will be on organization strategy, organization behavior and technology assimilation consulting. Pat's new number is (212) 591–4978 (patricia.r.pedigo@us.pwcglobal.com).

Books and Things

James W. Thacker (jwt@email.uwindsor.ca) asked me to announce the publication of his new book. The official title is *Effective Training: Systems Strategies and Practices* by P. Nick Blanchard and James W. Thacker, published by Prentice Hall, Upper Saddle River NJ.

On a final note, my new (and first) book co-authored with **Janine Waclawski**, was recently published by Gower Publishing in London, and is entitled *Designing and Using Organizational Surveys*. And just in case anyone was unsure, it is indeed oriented toward practitioners.



CONFERENCES AND MEETINGS

This list was prepared by David Pollack. If you would like to submit additional entries, please write David Pollack at the U.S. Immigration and Naturalization Service, 800 K Street, NW, Room 5000, Washington, DC 20536, or call (202) 305–0081, or fax entries to (202) 305–3664.

1999

March 3–7: Annual Conference of the Academy of Human Resource Development. Arlington, VA. Contact: AHRD, (504) 334–1874.

March 11–13: National Institute for Occupational Safety and Health. Baltimore, MD. Contact NIOSH, (202) 218–3991.

March 18–21: Annual Conference of the Southeastern Psychological Association. Savannah, GA. Contact: SEPA, (850) 474–2070.

March 19–21: 20th Annual IO-OB Graduate Student Conference. Fairfax, VA. Contact: George Mason University, (703) 993–3706, ext. 3, or dbanks@gmu.edu.

April 10–14: Annual Conference of the American Society for Public Administration. Orlando, FL. Contact: ASPA, (202) 393–7878.

April 19–23: Annual Convention, American Educational Research Association. Montreal, Quebec. Contact: AERA, (202) 223–9485.

April 19–23: Annual Convention, National Council on Measurement in Education. Montreal, Quebec. Contact: NCME, (202) 223–9318.

April 30–May 2: 14th Annual Conference of the Society for Industrial and Organizational Psychology. Atlanta, GA. Contact: SIOP, (419) 353–0032.

May 18–21: 29th Annual Information Exchange on "What is New in OD and Human Resource Development." San Antonio, TX. Contact: Organization Development Institute, (440) 729–7419.

May 22–27: Annual Conference of the American Society for Training and Development. Atlanta, GA. Contact: ASTD, (703) 683–8100.

June 1–4: 27th International Congress on the Assessment Center Method. Orlando, FL. Contact: DDI, (412) 257–3952.

June 3–6: Annual Convention of the American Psychological Society. Denver, CO. Contact: APS, (202) 783–2077.

June 4–11: Annual Conference of the International Personnel Management Association Assessment Council. Clearwater, FL. Contact: IPMA, (703) 549–7100.

June 6–10: International Personnel Management Association Assessment Council. St. Petersburg, FL. Contact IPMAAC, (301) 320–9500 or davidh@pittmanlc.com.

June 26–27: 3rd Australian Industrial and Organizational Psychology Conference. Brisbane, Queensland, Australia. Contact: Conference Secretariat, 61 7 3846 5858 or kcross@eventcorp.com.au.

June 27–30: Annual Conference of the Society for Human Resource Management. Atlanta, GA. Contact: SHRM, (703) 548–3440.

July 12–17: 19th O.D. World Congress. Harare, Zimbabwe, Africa. Contact: Organization Development Institute, (440) 729–7419.

August 6–8: Annual Conference of the Association of Management/International Association of Management. San Diego, CA. Contact: AoM/IAoM, (804) 320–5771.

August 8–11: Annual Meeting, Academy of Management. Chicago, IL. Contact: Academy of Management, (914) 923–2607.

August 8–12: Annual Convention of the American Statistical Association. Baltimore, MD. Contact: ASA, (703) 684–1221.

August 20–24: Annual Convention of the American Psychological Association. Boston, MA. Contact: APA, (202) 336–6020.

Sept. 28–Oct. 2: Annual Conference of the Human Factors and Ergonomics Society. Houston, TX. Contact: The Human Factors and Ergonomics Society, (310) 394–1811.

CALLS AND ANNOUNCEMENTS

The Third Australian Industrial and Organizational Psychology Conference 26th–27th June, 1999

Brisbane, Queensland, Australia

Under The Auspices of
The Australian Psychological Society, Limited
(Acn 000 543 788)

This is Australia's third conference on Industrial and Organizational Psychology to be held at the Hilton Hotel on the 26th–27th of June, 1999. It will be preceded by workshops on the 24th–25th of June, 1999, conducted by renowned local and international I-O psychologists. For information on registration, please contact: **The Conference Secretariat, EventCorp Pty Ltd, PO Box 5718, West End, Queensland, 4101, Australia, Telephone: 61 7 3846 5858, Fax: 61 7 3846 5859, Email: kcross@eventcorp.com.au, Website: http://www.ozemail.com.au/~evc/iop.** Submissions may consist of symposia, individual papers and posters, or practice forums, and are due on the 3rd of February, 1999. If you wish to make a personal inquiry about submissions, please contact: **Boris Kabanoff, School of Management, Queensland University of Technology, Brisbane, Queensland, 4001, Australia, tel: 61 7 3864 2526, fax: 61 7 3864 1054, e-mail: b.kabanoff@qut.edu.au**

Call for Papers: Selection 2000

Personnel Decisions International is pleased to announce a formal call for papers for our Selection 2000 (S2K) Conference. Submissions will be accepted on topics related to Selection: Performance Management, Assessment (Assessment Centers for Selection), Succession Management, and Development (as it relates to Performance Management, Assessment, and Succession Management). S2K will be held in Chicago, Illinois, March 16–17, 2000 at the Sheraton Chicago Hotel and Towers. We anticipate a large, international audience.

Specific tracks within the theme of the conference are being planned. These tracks could include, but are not limited to presentations specifically targeted for Ph.D.s, CEOs, Vice Presidents of Human Resources, Line Managers, Government Researchers, Sales Executives, and Quality Executives.

All submissions should take the form of a 200–300 word abstract. Authors should submit three copies of their abstract to: **Laura Comstock, PDI, 700 Peavey Building, 730 Second Avenue South, Minneapolis, MN 55402.** Submissions should be received no later than March 1, 1999.

Personnel Decisions International is a global, multiservice, human resources consulting firm. Our goal is to help clients build effective organizations and gain competitive advantage through wisely choosing and effectively developing their most important asset—people.

For further information about the Selection 2000 Conference or Personnel Decisions International, contact **Laura Comstock, (612) 573–7883, laurac@pdi-corp.com.**

Call for Proposals:

1999 Wayne F. Placek Small Grants for Scientific Research on Lesbian, Gay, and Bisexual Issues

The American Psychological Foundation (APF) requests proposals for the 1999 Wayne F. Placek Small Grant Awards. Placek Small Grants are intended to provide money for pilot studies and exploratory research consistent with the goals of the Wayne F. Placek Fund: to encourage scientific research to increase the general public's understanding of homosexuality and to alleviate the stress that gay men and lesbians experience in this and future civilizations.

Proposals are invited for empirical research from all fields of the behavioral and social sciences. Proposals are encouraged for empirical studies that address issues related in order to prejudice, discrimination, and violence based on sexual orientation, or to the problems experience by gay men, lesbians, and bisexuals because of their sexual orientation. Proposals are especially encouraged that include study of subgroups of the lesbian and gay population that have historically been underrepresented in scientific research.

Awards. Funds may be requested up to $5,000 for any expenses legitimately associated with conducting an empirical research project. Funds will not normally be provided for stipends for principal investigators, travel to conventions, or manuscript preparation. It is expected that applicants will propose a study that can be completed within 1 year, and that will eventually lead to a larger-scale project. The Award does not pay institutional indirect costs.

Eligibility. Applicants must have a doctoral degree or the equivalent (e.g., Ph.D., MD). All research involving human subjects must be approved by the Institutional Review Board from the applicant's college, university, or research institute.

Application Procedures. All applicants must conform to the Placek Small Grant guidelines, which can be obtained by sending a stamped, self-addressed legal envelope (postage sufficient for a 2-ounce letter—usually 55 cents) to **The Placek Small Grant Award, American Psychological Foundation, 750 First Street, NE, Washington, DC 20002–4242 (202) 336–5814, e-mail: foundation@apa.org.**

Deadline for receipt of completed applications is January 15, 1999. The award will be announced by March 1, 1999, with funding to begin shortly thereafter.

Call for Papers:

The Walter F. Ulmer, Jr. Applied Research Award

The Center for Creative Leadership is sponsoring this award to stimulate outstanding field research and its creative application to the practice of leadership. The award is named in honor of Walter F. Ulmer, Jr., retired President and CEO, Center for Creative Leadership. First prize will include $1,500 and a trip to the Center to present research in a colloquium. In addition, a prize of $750 will be awarded for a paper judged as deserving honorable mention status.

Research Requirements:

1. The study must be in the domain of leadership, or leadership development, and should be innovative in its approach to the problem addressed.
2. The research must be the author's own original work, must have been conducted in the last 2 years, and not have been previously published.
3. The study must have an applied focus, i.e., it was undertaken to diagnose issues, solve problems, or improve practice in an organizational system.
4. Methodologies considered will include action research and case/field studies.
5. Only one submission per project or person will be accepted.

Judging Criteria:

1. Appropriateness of topic (fit with research award focus; relevance to needs faced by practitioners).
2. Quality of research (consideration of relevant literature; soundness of method and analysis; innovativeness of research).

3. Application value (clarity and significance of research application and conclusions; implications to practice in terms of "So what?," and "Who cares?").

Paper Guidelines

1. Papers should be prepared according to the current Publication Manual of the APA and should not exceed 30 typed, doubled-spaced pages (including title page, abstract, tables, notes and references). Four copies should be submitted.
2. Papers should include: summary of the problem addressed by the study, overview of the relevant literature, synopsis of the methodology used and the findings, how the findings of the study were applied, and, importantly, statement of implications for research and practice.
3. A signed letter should accompany submission, stating that the paper meets the research requirements.
4. The Center reserves the right to withhold the award if no paper clearly meets the research requirements.

Submission Entries should be submitted to **Cynthia McCauley, Ph.D., Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, N.C. 27438–6300.** All entries must be received by April 2, 1999. The winning papers will be announced by May 28, 1999.

Call for Papers:

20th Annual Industrial Organizational/Organizational Behavior Graduate Student Conference

George Mason University announces the call for papers for the 20th Annual Industrial Organizational/Organizational Behavior (IOOB) Graduate Student Conference. Submissions will be accepted from graduate students on any topic related to I-O psychology or organizational behavior. All submissions should take the form of a 200–300 word abstract. Authors should submit three copies of their abstract to: **Deanna Banks, MSN 3F5, George Mason University, Fairfax, VA 22030–4444.** Submissions should be received no later than January 22, 1999. The conference theme will be "The changing world of work: IOOB for the 21st century" and will be held in Fairfax, VA, March 19–21, 1999. For further information about the conference contact Deanna Banks (703) 993–3706 ext. 3, dbanks@gmu.edu or visit the IOOB webpage at http://mason.gmu.edu/~ion/iopsa/ioob.html.

Call for Papers:

The Organization Development Journal

The Organization Development Journal (published by the Organization Development Institute) is planning to publish a Special Issue on Emerging Issues in OD. They are looking for emerging trends and how organizations are dealing with rapid change, globalization, social issues, technological shifts, and transformation. The editor for this Special Issue is Dr. Terry Armstrong, RODC who was the second editor of The Organization Development Journal. If you are interested in submitting a manuscript, please send three copies to: **Dr. Terry Armstrong, RODC, 111 Gainsbrough, Apt. #005, Boston MA 02115 USA, e-mail: TArmstro@UWF.edu**

Call for Papers:

Consulting Psychology Journal

The Division of Consulting Psychology (13) is seeking manuscripts for its quarterly publication Consulting Psychology Journal: Practice and Research. An official APA division journal, CPJ is masked reviewed and publishes articles in the following areas:

- theoretical and conceptual articles with implications for consulting
- original research regarding consultation
- in-depth reviews of research and literature on consulting practice
- case-studies that demonstrate applications or critical issues
- articles on consultation practice development
- articles that address unique issues of consulting psychologists

Potential authors are encouraged to contact the editor for more information. Submissions (in triplicate) for review should be sent directly to **Richard Diedrich Ph.D., Editor, The Hay Group, 116 Huntington Avenue, Boston, Massachusetts, 02116–5712, tel. (617) 425–4540, fax: (617) 425–0073.**

Call For Proposals

International Personnel Management Association Assessment Council

The International Personnel Management Association Assessment Council (IPMAAC) is now preparing the program for its 23rd annual conference of Personnel Assessment that will be held at the Trade Winds Resort in St.

Petersburg, Florida June 6–10, 1999. Practitioners and researchers in personnel assessment and selection or in other related areas of personnel management are invited to participate and submit proposals.

Even if you are not an IPMAAC member or have never presented at a conference before, please consider submitting a proposal to this year's IPMAAC program. IPMAAC conferences provide an excellent avenue to share cutting-edge assessment and personnel management techniques. While the emphasis is primarily on personnel assessment and selection, related fields are also welcome such as personnel management and organizational development. The following are just samples of potential presentation areas.

- Challenges and Innovations
- Demonstrating Excellence
- Managing the Assessment Function
- Information Technology
- Changing Roles & Environment
- Legal Issues
- Leadership Assessment

If you are interested in submitting a proposal, or would like to receive the official Call for Proposals, please contact **David Hamill at (301) 320–9500 or davidh@pittmanlc.com.**

POSITIONS AVAILABLE

INTERNSHIP POSITION. PERSONNEL DECISIONS RESEARCH INSTITUTES, INC. (PDRI), a premier human resources research and development organization, is currently accepting applications for internship positions. These positions require working as part of a team on projects involving selection and promotion system development and validation, performance management and career management system development, training design and evaluation, and other related projects.

Qualified candidates for internship positions should be advanced master's degree or Ph.D. students in I/O psychology. Experience with SPSS is desirable. Candidates should possess excellent research, analytical, interpersonal, and oral and written communication skills. Some positions may require obtaining a high level government security clearance.

Internships are full or part-time positions, with a duration of at least 9 months. All positions are located in PDRI's Arlington, VA, office.

Interested candidates should submit their resume and a cover letter to: **Rita Lazzarini, Personnel Decisions Research Institutes, Inc., 1300 Wilson Blvd., Suite 1000, Arlington VA 22209 or can be submitted electronically to: Ritan@pdi-corp.com.**

SBC COMMUNICATIONS INC., an international leader in the telecommunications industry, is accepting applications for **pre-doctoral internships in HR Research**. SBC is made up of the recently merged companies of Southwestern Bell and Pacific Telesis Group, with a total of approximately 118,000 employees. The internship position is located in corporate headquarters in San Antonio, Texas.

Our internship program provides students who possess a solid I/O background with the opportunity to apply their training in a fast-paced corporate environment. Interns work in a team setting on a full range of I/O projects, including selection, performance management, employee surveys, and organizational development initiatives. We strive to develop interns to the point of taking end-to-end responsibility for a project.

Qualified candidates should have completed their master's degree (or equivalent) and be currently enrolled in a Ph.D. program in I/O psychology, psychometrics, organizational behavior, or related discipline. Preference will be given to candidates who have prior work experience in areas such as job analysis, selection procedure validation and/or survey research. A strong background in research methods and statistics is desired. Experience using SPSS is a plus.

If you meet the above qualifications, have strong written and oral communication skills, and desire to work in a Fortune 50 company, please submit your resume and a list of at least 3 references for internships beginning in January or beginning in July. Internships are designed to last either 6 months or 1 year.

Please send materials to: **Robert L. Hartford, Ph.D., SBC Communications Inc., 111 Soledad, Suite 150, 9th Floor, San Antonio, TX 78205-2212, e-mail: rhartfo@corp.sbc.com, fax: 210-370-1945.**

I/O PSYCHOLOGY INTERNS. FORD MOTOR COMPANY is accepting applications for pre-doctoral internships in industrial/organizational psychology. Ford is a worldwide leader in automotive products and financial services with 325,000 employees, including 143,000 employees in U.S. automotive operations.

The internships are full-time and last 12 months. Interns will be working with I/O psychologists and HR professionals on a variety of projects, most of that are international in scope. Projects include selection research, employee surveys and organizational development. All positions are located in Dearborn, Michigan.

Applicants must be enrolled in an I/O doctoral program and have completed a master's degree or be admitted to doctoral candidacy. Candidates should have experience in the following areas: selection research, construction of tests/surveys, and statistical analysis. Familiarity with SPSS is preferred but not required. Experience with web authoring or foreign language skills such as German, Spanish, or French are also preferred but not required.. Ford is an Equal Employment Opportunity Employer committed to a culturally diverse workforce.

Interested applicants should submit a cover letter and resume to: **Michelle Jayne, Ph.D., Ford Motor Company, Personnel Research Services, World Headquarters Room 710, Dearborn, MI 48121-1899. Fax: 313-323-8531; e-mail: mjayne@ford.com.**

I/O PSYCHOLOGY INTERNSHIP OPPORTUNITIES. GTE, a leader in telecommunications, is seeking candidates for internships in its Employee Capability and Competency Design Department. These positions will provide the opportunity to gain experience in a large corporation and to become an active participant in a Human Resources team. The intern will assist I/O Psychologists in planning and carrying out content- and/or criterion-related test development and validation projects, writing technical reports, and other related projects.

Candidates must be advanced Ph.D. students in I/O psychology (3rd or 4th year). Training or experience in job analysis, development and validation of paper-and-pencil tests and structured interviews, competency model-

ing, and criterion development is required. Knowledge of current legal and professional guidelines for employee selection procedures is also required. A solid background in psychometrics is essential, and experience with SAS, SPSS, or a similar statistical package is highly desirable. Candidates must be able to cooperate in team efforts and have strong interpersonal, organizational, and communications skills, both oral and written.

These internships are full-time positions with a duration of 6 to 12 months. Internships will start at various times during the year. All positions are located in Irving, Texas. Interested applicants are invited to submit a resume, desired start date, a list of references, and graduate transcript to: **Nancy T. Tippins, Ph.D., GTE, 700 Hidden Ridge, HQW01J52, Irving, TX 75038, e-mail: nancy.tippins@telops.gte.com, fax: (972) 718–4521**

SENIOR CONSULTANT OR PROJECT MANAGER. Aon Consulting, formerly HRStrategies, is an internationally known HR consulting firm specializing in the design and implementation of creative solutions to human resource and organizational transition needs. Our staff of over 1,500 professionals includes more than 60 I/O psychologists offering exceptional service to the most recognized and innovative organizations in the world. As a member of the Aon family of companies, we offer global consulting capabilities through a worldwide network of offices.

Due to rapid growth, we are continually in search of exceptional candidates who can make valuable contributions to our team. Project work includes the construction and implementation of selection and assessment systems, performance management systems, career development programs, employee opinion surveys, and change management consulting.

We seek experienced I/O psychologists with a proven track record of superior project management and strong statistical skills with the ability to present in an applied manner. Send your resume outlining related experience to **Jennifer K. Burns, Human Resources Manager, Aon Consulting, P.O. Box 36778, Grosse Pointe, MI 48236**. Aon Consulting is an Equal Opportunity Employer and a member of the Aon family.

PARKSIDE ASSOCIATES, INC. Leaders in healthcare survey research since 1980. Parkside Associates Inc. is a rapidly growing healthcare survey research firm specializing in the development and utilization of employee, medical staff, and patient satisfaction tools to monitor satisfaction for quality improvement. Our office is located in suburban Park Ridge, Illinois, just outside of Chicago. Since we are a growing firm, we are continuously searching for creative, highly motivated candidates with strong quantitative and interpersonal skills as possible additions to our staff.

Research Assistant/Survey Research Account Manager is the starting point for your career at Parkside. Responsibilities for this position include:

consulting with clients on appropriate survey data collection methodologies, report writing and programming/data analysis using SAS, on-site data collections at client hospitals, and working with clients on effective utilization of survey data. Ideal candidates will possess an M.S. degree in I/O psychology, an appropriate social science field, or statistics, as well as knowledge/experience in survey research methods and SAS. Problem solving ability, good organizational skills and the ability to adapt in a dynamic environment are necessary. 5–10% travel.

Consultant is a senior position, specializing in directing employee and physician survey projects or patient satisfaction survey projects. Responsibilities for this position include: advanced client management, presentation of survey results to senior management at client sites, and some report writing. Ideal candidates will possess, in addition to the requirements described above, outstanding presentation skills and 2–3 years of successful consulting experience. 10%–20% travel.

We offer competitive salaries and comprehensive benefits. Please forward your resume and salary requirements to: **Attn.: RA/CON TIP597, Parkside Associates, Inc., 205 W. Touhy Avenue, Suite 204, Park Ridge, IL 60068.** We are an equal opportunity employer and encourage people of all cultural backgrounds to apply.

THE UNIVERSITY OF TEXAS AT EL PASO, Department of Psychology, invites applications for **two tenure-track appointments**, rank open, beginning Fall 1999. EXPERIMENTAL PSYCHOLOGY: Research and teaching interests should be in a traditional area (sensation/perception, learning, memory, cognition, decision making, attention, motor control, or language). PSYCHOMETRICS: Candidates should have a background in assessment and measurement and a strong interest in their application to I/O, health or clinical settings, or cross-cultural contexts. Applicants for both positions should have a Ph.D. degree, published research, and the ability to teach at the undergraduate and graduate levels and to direct thesis and dissertation research. SCREENING WILL BEGIN 02-01-99 AND WILL CONTINUE UNTIL THE POSITIONS ARE FILLED. Candidates should send a letter of application summarizing research interests and qualifications, curriculum vita, representative reprints, and three letters of recommendation to: **Search Committee, UTEP, Department of Psychology, El Paso, Texas 79968-0553**. The University does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

PSYCHOLOGIST/SENIOR PSYCHOLOGIST: Jeanneret & Associates invites applications for the position of Psychologist or Senior Psychologist. The position involves psychological assessment, project man-

agement, test development and validation research, complex data analysis and interpretation, organizational consultation, and report preparation. The position is located in Houston, Texas.

Qualified applicants should have a Ph.D. in I/O psychology (or comparable program) and 3 or more years applied experience. Position requires that individual become licensed as a psychologist by the state. Candidates should possess strong research, analytical, interpersonal, and oral and written communication skills. Preference will be given to individuals with previous experience in psychological assessment, and/or test development and validation research. Experience in SPSS is desired. Jeanneret & Associates is an equal opportunity employer.

Interested applicants should send a cover letter and resume to: **Barry R. Blakley, Jeanneret & Associates, Inc., 601 Jefferson, Suite 3900, Houston, Texas 77002.**

BATRUS HOLLWEG PH.D.S, INC. Senior Management Consulting Position. This Dallas-based nationally recognized organizational consulting firm, established in 1969, has an immediate opening for an experienced consultant. The main responsibilities include executive assessment, executive coaching, team and organizational consultation and facilitation. Significant client management responsibilities are also required, such as, establishing and building relationships with existing clients, coordinating and implementing client projects. Minimum requirements are a masters or Ph.D. in psychology, 3 years of experience in a consulting firm or in a corporate environment.

Our firm has a dynamic, relationship-oriented, team-based environment that combines exceptional consulting services with strong business skills. We have a thriving and growing organization with a large base of clients in varied industries across the U.S. Some travel is required. Salary commensurate with experience. Outstanding benefits package with bonus and profit sharing participation. **Fax resume to Paula Harrison at 972-931-3309.**

TENURE-TRACK FACULTY POSITION: Industrial/Organizational Psychology, in the Department of Psychology at **Middle Tennessee State University**, Assistant Professor (or Instructor) position (#120470), effective August, 1999; Ph.D. required (ABD considered). Requires undergraduate and graduate (masters) teaching, supervision of student research, and the development of a research program. Prefer applicants with the background to teach graduate organizational courses and with experience in an applied setting through work, consulting, or internship programs. The department has 44 full-time faculty with 6 I/O psychologists, 7 graduate programs, over 30 I/O graduate students, and an undergraduate major in I/O psychology in addition to the traditional major. Murfreesboro is located in an industrial-

growth area 30 miles from Nashville. EEO/AA employer; minorities and women are encouraged to apply. Send vita, transcripts, proof of eligibility for employment, and three letters of recommendation to: **Dr. Larry Morris, Chairperson, Department of Psychology, Middle Tennessee State University, Box 87, Murfreesboro, TN 37132.** Review of applications will begin with those posted by January 15, 1999, and will continue until the position is filled.

EAST CAROLINA UNIVERSITY–Department of Psychology: Industrial/Organizational Psychology (**Tenure-Track, Assistant Professor** to begin August 16, 1999). We are seeking candidates with a Ph.D. degree from a program in industrial or organizational psychology. The area of specific research within the I/O area is open. An active research program is expected with the likelihood that the successful candidate will be able to work as a member of multidisciplinary research teams. Teaching and professional service is also expected. The individual will be involved in thesis and internship supervision. Interest in working with local industries and with faculty from the School of Business is preferred. Interested applicants should submit vita, reprints/preprints, statements of teaching and research interests, and arrange for three letters of recommendation to be sent to the **Chair of the I/O Search Committee, Department of Psychology, East Carolina University, Greenville, NC 27858-4353.** *Screening of applications will begin on February 1, 1999, and continue until the position is filled.*

The Department of Psychology consists of 34 full-time faculty with over 400 undergraduate majors and masters programs in clinical, general-experimental, I/O, MR/DD, and school psychology. The Department is research-oriented and committed to broadening its graduate offerings and working with other Units within the University. ECU is a public Doctoral-II institution with 17,500 students located in the eastern portion of North Carolina. It is located in Greenville, NC, a city of approximately 50,000 residents. ECU has numerous professional schools including Schools of Medicine, Business, Nursing, and Allied Health Sciences. The Department is one of 17 units in the College of Arts and Sciences. ECU is an Equal Opportunity/Affirmative Action Employer and accommodates individuals with disabilities. Applicants must comply with provisions of the Immigration Reform and Control Act. Official transcripts are required upon employment.

ALIGNMARK/ESS, an Orlando-based consulting firm, is seeking candidates for mid- and senior-level **human resource consulting positions**. AlignMark/ESS is a nationally recognized firm providing clients with integrated systems for selecting, developing and managing their people -- specializing in state-of-the-art technologies for recruiting, assessing, training, and performance management. ESS has a rapidly expanding client base,

comprised primarily of Fortune 500 companies. The firm is part of the Research Institute of America Group, which is part of the Thomson Corporation, an eight billion-dollar global company.

Consulting duties will include assisting clients in defining human resource needs to meet business goals, and designing and implementing effective/valid HR systems to meet those needs. HR systems include job analysis and competency models, assessment exercises and instruments, telephonic screening systems, interactive and video-based training programs, performance management systems, and employee research. Travel will be 30-50%.

Candidates for these positions must have a master's or Ph.D. in I/O psychology; 3 years full-time human resource management experience; a sound understanding of assessment and measurement principles; strong client management and customer service capabilities; excellent interpersonal, written communication, and presentation skills; and computer proficiency.

ESS offers a competitive salary, excellent benefits, a dynamic team-oriented environment, and opportunities for advancement as the firm rapidly expands. Qualified candidates should send cover letter and salary requirements, and current resume, to: **Dr. Ronald H. Gross, Director of Consulting Services, AlignMark/ESS, 258 Southhall Lane, Suite 400, Maitland, FL 32751. E-mail: rgross@alignmark.com**. AlignMark/ESS is an Equal Opportunity Employer.

LITTON INDUSTRIES, INC., a Fortune 500 company, offers exceptional challenges to career-minded individuals. As an innovator in advanced electronics and information systems for both military and commercial applications, we recognize that our success is driven by our high-caliber employees. We are seeking a **Manager of Organization and Leadership Development** at our corporate office in Woodland Hills, CA.

Requires a BA. MBA preferred (Organizational Behavior, Organizational Psychology, or related field). Minimum 5 years' related organizational experience. Some travel required.

- Design and implement management development initiatives
- Facilitate organizational planning sessions
- Conduct team building/team development sessions
- Design and deliver management training
- Design, develop, and analyze surveys
- Develop and utilize H.R. database for succession planning
- Provide coaching and development to executives
- Assist in integrating acquisitions effectively (e.g., communications, staff assimilation)
- Provide internal organizational consulting expertise to management
- Design and implement a strategy/curriculum for management education, training, and job related learning

Please send resume and salary history to: **Litton Industries, Inc., HR/MOLD/TIP, 21240 Burbank Blvd., Woodland Hills, CA 91367, fax: (818) 598-3361, e-mail: jobs@littoncorp.com.** Equal Opportunity works for all of us.

TEST DEVELOPMENT/CLASSIFICATION ANALYST POSITIONS (LEVEL I & LEVEL II). Government agency responsible for its own test development and validation seeks masters level I/O personnel. Duties will include: job analysis, test construction and validation, statistical analyses, and writing technical reports. Analyst duties may also include job audits and writing job descriptions for classification. Previous test development and validation experience not necessary. However, previous experience may affect salary. To apply, send resume to: **Anne Russo, City of Louisville, Civil Service Board, 609 West Jefferson, Louisville KY 40202; or e-mail, arusso@louky.org; or fax, (502) 574-4413.**

UNIVERSITY OF CALIFORNIA, SAN BERNARDINO Tenure-track faculty position—September, 1999. Department of Psychology, Area of Specialization: I-O Psychology. Position: Tenure-track, Assistant Professor. Duties and responsibilities: Teach graduate performance appraisal and criterion development, a seminar in organizational reward systems, undergraduate statistics, tests and measures, and advanced research methods. Supervise master's theses. Service to the university and local community is expected through supervision of graduate interns and consulting in area of expertise.

Qualifications: Ph.D. in I-O psychology. The ideal candidate will have broad interests in industrial and organizational psychology and a strong commitment to teaching. Area of research specialization is open.

Salary: Dependent on qualifications and experience. Range begins at $37,956 for Assistant Professor.

Applications: Send vita, pre-prints/reprints or a work sample, and a statement of teaching and research interests to: **Dr. Diane F. Halpern, Chair, Department of Psychology, California State University, San Bernardino, 5500 University Parkway, San Bernardino, CA 92407-2397.**

Application Deadline: January 4, 1999 or until filled. Interested parties are strongly encouraged to submit applications as soon as possible.

The university is situated 70 miles east of Los Angeles, offering easy access to beaches (70 miles), Palm Springs (50 miles), mountain resorts for skiing (30 miles), and Las Vegas (200 miles). The rapidly expanding Inland Empire offers a wide variety of recreational and cultural opportunities. Housing costs average 20% below those in Los Angeles and Orange County areas. San Bernardino is one of the fastest growing metropolitan areas in the nation.

The College of Social and Behavioral Sciences is composed of 12 departments, including the Department of Psychology. The department, with 32 full-time faculty and over 800 undergraduate majors, offers masters degree programs in Clinical/Counseling, General/Experimental, Life-Span Developmental, and Industrial/Organizational. The two-year MS I/O program at CSUSB attracts a national applicant pool and enrolls 12-15 graduate students each year.

Cal State is an equal opportunity employer committed to a diversified workforce.

ORGANIZATIONAL PSYCHOLOGIST—Hyde & Lichter, a psychological consulting firm located in Milwaukee, Wisconsin has a challenging opportunity available for an experienced and self-confident professional with a Ph.D. in psychology or organizational behavior.

Responsibilities include executive assessment, coaching and management development, organizational analysis, group facilitation, team building, and advising top management on organizational and management issues.

The position requires a self-motivated professional who has the desire to work as a member of a team, the ability to relate effectively with senior management, and the willingness to travel up to 30%. We offer an excellent profit-sharing and benefit package and the opportunity to continue your development in a professionally stimulating environment. Please send your resume to: **Denis Lichter, Ph.D., Hyde & Lichter, Inc., 744 N. Fourth Street, Suite 625, Milwaukee, WI 53203.**

DEVELOPMENT DIMENSIONS INTERNATIONAL. At Development Dimensions International (DDI), now in its 29th year, rapid growth and expansion are creating multiple consulting opportunities for highly qualified candidates. We are looking for your innovative contributions to be a part of our continued success!

Executive Development Team Leader is responsible for the delivery of DDI's executive assessment/development technology. In this key position, the team leader will be involved in the delivery and management of projects, staffing, and development of consultants, and will act as the primary client interface. In addition, the team leader will have Executive Coach responsibilities. This role will also support business development activities. We are seeking Ph.D. candidates with relevant leadership and executive assessment/development experience, with a high degree of business acumen. Further, to qualify for this role, proven abilities in team leadership, complex project management and assessment center techniques are required. High work standards, personal initiative, exceptional client service orientation, and superior communication skills are critical to success. The position will also involve 25–40% travel. Location: Pittsburgh. To apply, send resume to:

Development Dimensions Intl., Code: EATIP, 1225 Washington Pike, Bridgeville, PA 15017, fax: 412-220-2958, e-mail: hr@ddiworld.com.

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Consultants work with leading companies worldwide to develop creative solutions for their business needs by applying innovative I/O technologies and methodologies. A career with DDI will allow you to work with others on leading-edge, high-tech applications of applied psychology. You will work in a multi-disciplined team of four to six professionals. Working in a team allows you to expand your skills, while applying your knowledge to a wide variety of interesting challenges. Your team's productivity will be enhanced by unparalleled support services. Varied consulting assignments with the largest corporations in the world will provide you with exciting challenges and the opportunity to expand your professional horizons. We are seeking Ph.D. or Master's-level I/O psychologists who can demonstrate a history of past achievements or high potential for future success. This position requires approximately 30% travel. To apply, send resume to: **Development Dimensions Intl., Code: EATIP, 1225 Washington Pike, Bridgeville, PA 15017, fax: 412-220-2958, e-mail: hr@ddiworld.com.**

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Executive Coaches are primarily responsible for the delivery of DDI's executive assessment/development technology. Further, these Coaches will carry an assessment caseload, provide feedback to executive participants, create development plans, act as an ongoing mentor, and have both project and client management responsibilities. Qualified candidates will have the ability to establish and maintain credibility with executives and prior experience in effectively delivering complex, sensitive feedback in an advisory/coaching role. Prior experience with assessment techniques is required.

In addition, successful candidates will have demonstrated abilities in both leadership and client service. High work standards and personal initiative are also critical to success. Expanded business experience preferred. Advanced degree in a related discipline preferred. Locations: Pittsburgh, Washington D.C. and San Francisco. To apply, send resume to: **Development Dimensions Intl., Code: EATIP, 1225 Washington Pike, Bridgeville, PA 15017, fax: 412-220-2958, e-mail: hr@ddiworld.com.**

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Technology Integrity Consultant. You will be responsible for development, implementation and integrity of psychological techniques delivered by the Assessment Services Group (ASG)—a growing 100+-person department providing assessment center, test scoring, and related human resource selection and development services. Acting as technical expert to internal and external customers on assessment services and approaches; diagnosing and implementing solutions within assessment and selection technologies; managing and continually improving technical training, development, and certification of assessors and other service providers. Further, this consultant will work with internal partners to implement tailored and customized selection and assessment designs; collaborate with Assessment Technology Group to implement the integration and streamlining of existing technologies and development of new designs/methods. Qualified candidates will have a Ph.D. (or ABD) in I/O psychology; demonstrated research skills and knowledge of psychological measurement; 1 to 3 years experience in development and/or delivery of assessment and selection systems; strong interpersonal skills; and strong internal and external client service orientation. Minimum travel required. Location: Pittsburgh. To apply, send resume to: **Development Dimensions Intl., Code: EATIP, 1225 Washington Pike, Bridgeville, PA 15017, fax: 412-220-2958, e-mail: hr@ddiworld.com.**

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THE DEPARTMENT OF PSYCHOLOGY AT INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS (IUPUI) invites applications for a **tenure-track faculty position** (rank open) in Indus-

trial/Organizaiontal psychology. We are looking for faculty who want to maintain a strong research program, supervise thesis research, and be actively involved in our I/O psychology M.S. program and the Indiana University Center on Philanthropy at IUPUI. A candidate's area of research must have relevance for non-profit organizations or other topics broadly related to philanthropic studies (e.g., psychological contracts, organizational justice, or work-related attitudes).

Salary (e.g., $40,000-$42,000 for junior faculty) and benefits are competitive, plus generous start-up and equipment funds are available. The Center on Philanthropy will also support some summer research. Normal teaching load is two courses per semester. ABD candidates must have their Ph.D. by the start of Fall semester, 1999.

The Department of Psychology has 27 full-time faculty members, approximately 450 undergraduate majors, and graduate programs in I/O psychology (M.S.), psychobiology of addictions (Ph.D.), and clinical rehabilitation psychology (M.S.; Ph.D.). Information about the Department and IUPUI is available at http://www.psyunix.iupui.edu.

The Indiana University Center on Philanthropy is a multidisciplinary academic research and public service unit located on the IUPUI campus. The Center has a Philanthropic Studies faculty of 62 supporting the M.A. in Philanthropic Studies, the MPA with a concentration in nonprofit management, and other degree programs. The Center is consistently ranked as one of the preeminent programs studying philanthropy and nonprofit management.

Screening will begin February 15, 1999, and applications will be accepted until the position is filled. Send vita, research and teaching interests, three letters of reference, and up to three reprints to: **John T. Hazer, I/O Search Committee, Department of Psychology, IUPUI, LD 124, 402 N. Blackford Street, Indianapolis, IN 46202-3275. E-mail: jthazer@iupui.edu.** IUPUI is an AA/EEO employer, aggressively recruiting minority and female applicants.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, DEPARTMENT OF ORGANIZATION AND LEADERSHIP. Conflict Resolution Center Position: Scholar to provide leadership for the International Center for Cooperation and Conflict Resolution (ICCCR) and contribute to the masters and doctoral programs in social and organizational psychology. Responsibilities: Teach grad courses in conflict resolution and both social and organizational psychology, advise masters and doctoral students, direct research programs, supervise doctoral students and professional trainers and consultants staff. Qualifications: Earned doctorate in social or organizational psychology; strong background in conflict resolution; well-developed skills as a practitioner, trainer and consultant; evidence of potential for contributing significantly to the theory, research and practice of conflict resolution. Rank: Assistant/Associate Professor, Tenure Track.

Social-Organizational Psychology Position: Scholar and highly competent researcher to join the faculty in the Program of Social-Organizational Psychology and to assist in providing leadership for the M.A. and Ph.D. programs. The program is concerned with the various interpersonal, group, intergroup and organizational contexts in which human behavior occurs; with the ways in which groups of individuals interact with, adjust to, are influenced by, and in turn influence these contexts; and how these interactions can be understood, and modified through theory, research, and various types of interventions. Responsibilities: Teach graduate courses; advise master's and doctoral students; conduct research, and supervise doctoral research. Qualifications: Earned doctorate in either social or organizational psychology, strong roots in social psychology, or social psychologists with organizational interests. Rank: Associate Professor, Tenured; or Assistant/Associate Professor, Tenure Track.

For either position, send CV, a cover letter stating research and teaching interest, sample publications, and three letters of reference to: **Professor Debra A. Noumair, Search Committee Chair, Box 175, Teachers College, Columbia University New York, NY 1002.**

ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

The Industrial-Organizational Psychologist (TIP) is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. **TIP** is distributed four times a year to more than 3,000 Society members; the **Society's Annual Convention Program** is distributed in the spring to the same group. Members receiving both publications include academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of APA and APS, and individual and institutional subscribers. Current circulation is 5,500 copies per issue.

Advertising may be purchased in **TIP** and **the Annual Convention Program** in units as large as two pages and as small as one-half page. **"Position Available"** ads can also be obtained in **TIP** at a charge of $80.00 for less than 200 words, and $95.00 for less than 300 words. These ads may be placed on our Web page at no additional charge. Please submit position available ads by e-mail or disk. For information or placement of ads, contact: **SIOP Administrative Office, 745 Haskins, Rd., Suite D, P.O. Box 87, Bowling Green, OH 43402-0087, Lhakel@SIOP.bgsu.edu, (419) 353-0032.**

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